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ABSTRACT

The role and function of K-12 classroom teachers in career education and the evolving concept of career education are described in this monograph through reporting the thoughts and actions of 49 teacher participants in four career education miniconferences. The contents of this report are organized around six topics: (1) Career education and instruction, (2) the process of career education, (3) the substance of career education, (4) career education, the teacher, and the broader community, (5) perceived benefits of career education, and (6) prospects for career education and the classroom teacher. Critical issues are identified and discussed which other professional classroom teachers must resolve for themselves as they make decisions concerning career education. Responses by conference participants to the question, "What keeps me going in career education?" and a directory of participants are appended. (TA)

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MONOGRAPHS ON CAREER EDUCATION

K-12 CLASSROOM TEACHERS AND CAREER EDUCATION:

The Beautiful People

by

Kenneth B. Hoyt
Office of Career Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

During the Fall of 1975, the Center for Vocational and Technical Education, The Ohio State University, conducted a series of career education "mini-conferences" under a grant received from the Office of Career Education, U.S. Office of Education. These mini-conferences were organized and conducted under the leadership of Dr. Richard Miguel, Center for Vocational and Technical Education.

Mini-conference participants were selected from a pool of almost 3,000 nominations received from throughout the United States. Persons asked to make nominations for all 12 mini-conferences included the State Coordinators of Career Education in each State education agency and approximately 250 local school system coordinators of career education who had served as participants in 1974 mini-conferences conducted by the Office of Career Education, U.S. Office of Education.

For the first four 1975 mini-conferences whose content is reported here, special thanks are due Dr. David Darland, National Education Association, for the nominations he secured using his NEA communications network. Dr. Darland worked long and hard in securing NEA nominations representing teachers who were active both in the National Education Association and simultaneously engaged in career education practices in their classrooms.

From the final pool of nominations received, I, the Director, Office of Career Education, U.S. Office of Education, made the final selection of persons invited to serve as participants. The prime criterion used in selecting participants was their involvement and experience in actually delivering career education at the K–12 level. From those meeting this basic criterion, participants were sought for each of the 12 mini-conferences who represented: (a) all major regions of the United States; (b) rural, suburban, and urban school settings; (c) both minority and non-minority persons; and (d) both women and men. "A conscious" attempt was made to ensure that at any given mini-conference not more than one person from any given State would be represented. That is, a truly *national* picture was sought. While the final list of participants at all mini-conferences did not always meet all of these criteria, it did come close.

I led the group discussion at each mini-conference. Dr. Richard Miguel served as co-leader of each discussion. The notes on which this monograph is based were taken by myself. These notes were handwritten during each mini-conference and thus represent only a small portion of the total discussion taking place. An attempt has been made, however, to capture the major thoughts and recommendations expressed by conference participants.

The complete technical report of all mini-conferences is being prepared by Dr. Richard Miguel, Center for Vocational and Technical Education, The Ohio State University. This monograph is one of a series prepared by the

Office of Career Education, USOE, summarizing thoughts and recommendations of various mini-conference groups. It represents an attempt to summarize the thoughts, experiences, and recommendations of 49 educators engaged in career education efforts at the K–12 level.

These educators were brought together in four groups—(a) K–3 persons; (b) 4–6 persons; (c) 7–9 persons; and (d) 10–12 persons—representing the four basic levels of the K–12 system. Each mini-conference was conducted, using essentially an unstructured format, for 2 full days. The "agenda" for each conference was, in effect, made up by the participants. As a result, some of the specific topics considered at one conference were completely ignored by participants at other conferences. While this led to some reduction in commonality of kinds of opinions expresssed, it had the advantage of encouraging each participant to express herself/himself fully on any topic or problem of concern.

This report is, admittedly, a most inadequate attempt to capture the tremendous spirit of professionalism and commitment evidenced by the conference participants. To adequately describe each participant would require another publication much longer than this one. As a result, only their names, official titles, and school addresses are listed in the appendix to this paper. To contact any of these participants would be an exciting and challenging learning opportunity. To become personally acquainted with each, as I did during these mini-conferences, is an indescribably stimulating, joyful, and beneficial experience.

If the contents of this monograph are helpful to any other persons, all expressions of thanks and appreciation should go to these 49 teachers who, in effect, are its true "authors." I have simply tried to record, organize, and express their contributions in a way that, hopefully, will be easy to comprehend. If you read this paper, I hope it will become clear why I refer to these 49 professional educators as "THE BEAUTIFUL PEOPLE." They truly are.

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Introduction

Career education has been pictured as a vehicle for change in American education. Change—*real* change—will have occurred only when it can be seen in the attitudes and actions of classroom teachers. All others in education and in the broader community can facilitate change, but they cannot make it occur. The teaching/learning process is the basic delivery system of education. This process is clearly the primary domain of the classroom teacher.

Career education conceptualizers have, from the start, recognized the key and crucial role of the classroom teacher in this reform effort. Thousands of words have been written and spoken on this subject. Debate, controversy, and philosophical differences have been and continue to be apparent among the conceptualizers. In the midst of this controversy, many professional classroom teachers at the K–12 level have quietly, but conscientiously, proceeded to define for themselves their role and function in career education. They have done so, not primarily through words, but rather through their actions.

The purpose of this monograph is to describe the role and function of K–12 classroom teachers in career education. The means for doing so consists primarily in reporting the thoughts and actions of 49 classroom teachers now engaged in operationally defining career education for themselves. Every action and activity reported here has, in fact, taken place. The thoughts and opinions reported here are, with the exception of minor editorial comments, those expressed by these 49 teachers. No pretense is made that these actions are ideal nor that these teachers have completed the change process called for by career education. Rather, they are intended to picture the role and functions of classroom teachers in career education for what it is at this point in time; i.e., as an evolving concept.

The contents of this report have been organized around a number of topics. Each topic is discussed through reporting on the thoughts and actions of those teachers among the 49 who commented. The price to be paid in choosing this approach is that of missing the total contributions of any given teacher. While, to be sure, a heavy price, it was felt to be a worthwhile one in that we gain the advantage of identifying and discussing critical issues that other professional classroom teachers must resolve for themselves as they make their own decisions concerning career education. Providing such a basis for thought and action is the primary purpose of this publication.

The six major topics to be discussed include: (a) Career Education and Instruction; (b) The Process of Career Education; (c) The Substance of Career Education; (d) Career Education, The Teacher, and the Broader Community; (e) Perceived Benefits of Career Education; and (f) Prospects

for Career Education and the Classroom Teacher. Each of these major topics is, in turn, further divided into a number of smaller topics. These topics are not exclusive ones. A great deal of overlap was inevitable and will be readily apparent to the reader.

Career Education and Instruction

We begin with what must be a prime concern of all professional teachers; namely, the substantive content of instruction which students will hpoefully learn. At the elementary school level, this content is centered around the basic skills. At the junior and senior high school levels, it centers around particular subject matter areas. Unless career education can be seen to influence the ways in which, and the degree to which, such content is acquired by pupils, it cannot truly be considered as a vehicle for educational change.

Efforts of classroom teachers here can be divided into three levels. First, we will look at efforts of teachers to simply relate instructional content to careers so that students understand relationships do exist. Second, we will look at efforts to use career education activities specifically for the purpose of improving academic achievements in what, otherwise, can be thought of as standard classroom instruction. Finally, we will describe the efforts of several teachers to reorganize large segments of the teaching/learning process around a career education approach. It should be obvious that an increasing degree of change is present as we move from one level to another.

Relating Subject Matter to Careers

A man from an auto parts store showed third graders, when they made a field trip to his store, his complicated filing system. By doing so, he was able to give them a very practical example of why it is important to learn the alphabet.

A Honda repairman, serving as a resource person in a second grade classroom, told the pupils of misfortunes that had happened to him because he did not know enough math. Because of his lack of knowledge of mathematics, his books were in bad shape and he was forced to hire an accountant at a cost of $400 to straighten them out.

Bertha Morris, a first grade teacher in Newark, Del., with the help of several parents built "McVay Manor" in her classroom. This consisted of four buildings, each 5 feet long and 5 feet wide. These buildings, labeled with names from the world of work, were used to teach various subject matters. For example:

The "TV building" was used while teaching social studies
The "store front" was used while teaching mathematics
The "factory" was used while teaching science
The "school" was used while teaching language arts

Activities were designed and materials were donated by parents for each "building" relating subject matter to various kinds of careers. The pupils

regarded the whole complex as their "community." Bertha reports that over and beyond seeing relationships between subject matter and work, this rather comprehensive effort enabled her pupils also to see the great dependence of each person on a variety of workers.

Each of these three activities was designed basically to motivate students to learn more subject matter through showing them how it is needed by persons in the world of paid employment. The time that each took was part of the time any teacher must take to interest students in the substantive content they are being asked to learn. The activities were not designed directly to influence the manner in which pupils learned subject matter, but only to motivate them to learn. This, then, represents one level at which career education and instruction are being related by professional classroom teachers.

All three of the examples presented here were drawn from the primary school level. While examples could also be given from other levels, the principle remains the same. One senior high teacher cautioned that this approach works very well for students who have already made tentative occupational choices related to the examples the teacher is using; however, it does not work nearly as well in the case of those many senior high school students who are completely undecided about what to do with their lives. This is a caution worth remembering.

Improving Academic Achievement Through Career Education

Career education advocates have claimed that if teachers use a career education approach to the teaching/learning process, students will learn more in school. Teachers now engaged in career education seem to agree. Of 12 teachers working at the 4–6 level, 11 agreed that this is a realistic goal, and 8 of the 11 were certain they are attaining it. Similar expressions of agreement were heard from teachers at all other levels. Two senior high school English teachers—Catherine Schwarz of Ann Arbor, and Annie Hale of Carrollton, Ala.—were particularly adamant on this point. (While this is not the place to report it in detail, it should be noted here that a growing body of research evidence supports this kind of teacher assertion, some of which is summarized in a forthcoming monograph contracted for by the National Advisory Council for Career Education.)

A number of examples of teacher actions can be given here. One excellent example was reported by Jim Wilcox, junior high teacher, Devils Lake, N. Dak. There, according to Jim, teachers have devised a set of suggested activities to help students learn individual subject area topics. For example, if the topic is "diction," the teacher can look under this heading and discover a number of possible career education activities that could be used to teach this subject. The suggested activities have been organized in a "scope and sequence" arrangement so that teachers at any level—K–12—can find suggested activities appropriate to that level.

Jim reports this kind of organizational structure (which uses subject matter as the basis for organization) is of tremendous use to teachers when a parent or a principal observes an activity taking place and inquiries with respect to what subject matter students are supposed to be learning. This, apparently, is not an uncommon problem. One fourth grade teacher reported that, in spite of her efforts to show pupils they were learning subject matter through career education activities, one boy told his mother that "we haven't studied English for 2 months." Rosa Detamore, who teaches Grades 4, 5, and 6 in Julesburg, Colo., tries to overcome this problem by taking 7 to 10 minutes at the end of each day's career education activity approach to teaching in order to help pupils answer the question, "What subject matter did we learn today?"

Other examples abound. Rosalyn Smith, a 5th grade teacher in Washington, D.C., taught her pupils the alphabet by asking them to list as many occupations as possible beginning with each letter of the alphabet. When the letter "H" came up, one pupil used as his example the occupation of "hustler." This led Rosalyn into some values clarification activities which she also worked into teaching subject matter.

Brenda Dykes, Sulphur Springs, Tex., told us about a game used in history classes called the "1906 Urban Survival Game." Here, students are told: "You are an Italian immigrant coming to the United States in 1906. You have two advantages: (a) You can speak English, and (b) your uncle gave you $100. Plan your next 3 years." After students have written their "plans," the history teacher then relates to students events that actually occurred during the period 1906–09 that would probably have upset their plans. Brenda reports this to be an excellent way of combining the study of history with basic principles of career planning.

Jim Knott, a senior high social studies teacher in Carroll, Iowa, has reported a unique approach to teaching humanities instituted as part of their career education effort. For 3 years, his students have taken responsibility for collecting at the local level data related to a statewide survey of industry sponsored by the Iowa Chamber of Commerce. As a result of contacts made in this activity, students have identified a number of persons in the business-labor-industry community working in occupations these students are considering as possible occupational choices. The "humanities course" Jim now teaches is carried out in 2-hour blocks of time 3 days a week and consists of students "buddying" with employed persons in the community in their tentative area of occupational choice. Grades are based on a paper each student writes entitled "What I Learned From What I Did." Jim feels this approach to teaching humanities to senior high students, *as an elective*, is very effective.

Catherine Schwarz, a senior high school English teacher in Howell, Mich., regards her primary tasks to consist of teaching writing, speaking, and communications skills to her students. While she has not changed in this basic

commitment, she simply is meeting it now through a career education emphasis. For example, she used the play "Death of a Salesman" to help her students see the meaningfulness that comes from work. In a more specific adaptation, she asked each student to make a tentative occupational choice, to research it both through reading and through interviews with employed workers, and to then write a research paper to be graded as an English composition. She repeats this activity up to 3 times per year and indicates it to be a helpful means of career exploration as well as an excellent means of teaching writing skills.

Annie Hale, a senior high school English teacher in Aliceville, Ala., has chosen literature for her students to read that is multi-cultural and which exemplifies ways in which minority persons have "made it" in today's occupational society. She reports high student interest in this kind of reading and considers that, by using a career education approach, her students are learning more skills in English than they were when she was using a more standard approach to selecting materials.

Mike Watman, who teaches a course in Consumer Mathematics in Dover, N.H., asked his students to interview employed persons in the community to identify consumer math problems they are facing. He then constructed the problems used in his class around those his students had discovered to exist in that local community.

Some teachers have attempted to formalize the career education activities they are using to help their students learn more subject matter. A good example is Jerry Hoffman, a senior high school social studies teacher in Powell, Wyo. Jerry has prepared a book entitled "Career Activities in Social Studies: Grades 9–12." This book contains many examples of ways to make senior high school social studies, including history, more exciting and meaningful to students through career education activities.

In all the examples in this section, the primary emphasis of the teacher has been on the subject matter to be taught, not on career education activities. The career education activities used have consisted, by and large (with the exception of Jim Knott's special humanities course) of infusing a short series of activities into a rather standard approach to teaching. This, then, represents a second level at which career education and instruction are being tied together by teachers.

Major Instructional Reorganization Through Career Education

A third level at which some teachers have related instruction and career education is through major reorganization of the teacher's approach to imparting substantive content. In such instances, the most apparent thing students see is the activity, not the content per se. One fourth grade teacher put it well when she said that, while increases in basic academic skills may very well represent a major goal of the teacher in career education, it is *not*,

apparently, a major goal of most students. The students are "turned on" by the activities themselves, *not* by feeling that as a result of engaging in these activities they are likely to learn more subject matter.

For a teacher to successfully use this approach, he/she must have a firm grasp of the subject matter to be imparted, feel secure in his or her ability to impart the subject matter, and be experienced in working with students in a teaching/learning relationship. Several examples of activities "invented" and used by such teachers are presented in this section. Because of space limitations, each had to be greatly condensed in this report.

One good example was reported by Roxanne Schmidt who teaches at the grade 4–6 level in Scio, N.Y. Roxy helped her students start a "school store" as a major activity of the year. Pupils formed committees and decided what kinds of articles they wanted to sell in their store. They wrote letters to various companies to determine the wholesale and suggested retail prices for each article. After further study and deliberation, they decided to borrow $250 from the high school activity fund to purchase the articles. The store's personnel structure was established, and various "jobs" were assigned to individual pupils. Once the store began operation, they sold enough articles to pay back the $250 they had borrowed and to sponsor one Phillipine student; they still had a net profit of $200 to divide. Roxy reports that there was no part of her curriculum that failed to receive attention as a distinct emphasis in this major class activity.

Dorothy Clark teaches at the grade 4–6 level in North Little Rock, Ark. As a major activity during the 1974–75 school year, she created a "mini-economy" in her classroom. The pupils made "play money" for use in the mini-economy. (Note: Another teacher, also using the "mini-economy" approach, reported receiving consultative assistance from one of the Federal Reserve Banks, through the local banker, in determining exactly how many bills for various denominations are needed to operate a "mini-economy" of 30 persons.) Under Dorothy's system, pupils could "earn" money for a variety of work activities. (For example, she gave them "money" for practicing good work habits.) Naturally, it wasn't long before pupils had acquired considerable "money." They then discussed the concept of banking and established their own "bank" in which they could make deposits and withdrawals. They then decided to establish a "mini-mall" in the classroom containing different kinds of "stores." Pupils were given "work days" (1-hour periods on an occasional basis) during which they could manufacture various articles for sale in their "stores." At income tax time, pupils had to figure how much they had earned, what their expenses had been, and how to calculate their business and personal taxes. During the 1975–76 school year, Dorothy has interested other teachers in her school in this approach. As a result, they have now established a "world trade" activity schoolwide, operating on the same principles, with each teacher having a different "country." Dorothy feels there is very little she wants to teach that cannot be incorporated into the "mini-economy" concept.

Ruby Hauder teaches at the grades 4–6 level in Nampa, Idaho. She initiated with her pupils a major study of local, State, and national government. This included bringing in a number of persons working for government at one of the three levels and discussing their careers. Following this, the pupils role played government workers in a variety of situations faced with a variety of "problems." Specific activities included making posters, writing and delivering speeches, photographing people and places, and interviews with many kinds of workers. Ruby feels that a great deal of basic content was taught around this activity and that the activity itself had great appeal to her pupils.

Julie Jantzi is a junior high social studies teacher in Milford, Nebr. Last year, the local city government was faced with the question of whether or not to build a median strip down Main Street in Milford. Julie arranged for her students to debate the issues, write letters to city officials, and participate in actual debates during hearings on the topic. Her students drew maps of the proposed median. Using library skills, they studied the question of appropriate kinds of flowers (science came in here) to plant in the median strip. The floral arrangement finally adopted was designed in the form of an American flag by a boy who prior to this activity had been most difficult to reach through traditional teaching approaches. The class then discussed the question of who should plant flowers in the median strip. After studying various alternatives, they recommended to city government officials that they make this a volunteer activity for persons living in the local retirement home. Thus, what started as a major project in Julie's social studies class wound up involving many teachers in her school along with many members of the community. She reported this to be a very meaningful learning experience for her students. (Apparently others must have agreed as Julie has been recently selected as "1975 Nebraska Teacher of the Year"!)

Mary Sue Gentry is Career Education Specialist in Las Vegas, Nev. There, a local educational TV station produced 44 films covering various occupations, with 22 being designed for use at the 6th grade level and 22 at 7th grade. Each film is designed to cover locally well known occupations and to be related to a specific part of the curriculum. (For example, the film on "mining engineer" is designed for use in mathematics and science classes.) Each film is presented for teacher use along with a series of suggested followup career education activities the teacher can use in helping students learn more subject matter. At the senior high school level, they have produced six films on career exploration which are shown and discussed with students by counselors as part of the senior high school social studies curriculum. The six senior high school films are entitled:

Name of Film	**Area of Career Exploration**
"I've Got a Name: Part I"	Knowing Oneself
"I've Got A Name: Part II"	Analysis of Careers
"Where Do I Start?"	Orientation to Job Opportunities
"Career Frontier"	Exploration of Careers
"More than Meets the Eye"	Education & Training
"Brave New World"	High School Program Planning

With this complete series of films covering grades 6 through 12, Mary Sue reports great success in encouraging teachers to use a career education approach in reorganizing their instructional strategies.

An equally ambitious local career education effort was reported by Jeri Aldridge, a junior high teacher in Evergreen, Colo. Her school district, using funds made available by the local board of education, has undertaken a major "values clarification" project aimed at infusing career education activities throughout grades 7, 8, and 9. Involving over 100 suggested teacher activities (such as simulation activities), five basic areas are included: (a) Why explore? (b) who am I? (c) what's a career? (d) how can school help? and (e) what can I become? A substantial part of the "what can I become?" material is aimed at reduction of sex-role stereotyping in career decision making. The total set of activities is complex in its organization but readily adaptable for teacher use in the classroom. As written, the materials are designed primarily for use in language arts and social studies classes. With the great amount of local time, money, and effort that has already been devoted to this project, Jeri's school district plans to copyright the materials and then make them available to others.

A final example is that of Geraldine Phelps, mathematics teacher, Penacook, N.H., High School. One of the courses she teaches is entitled "Math for Everyday Living" taken by 9th grade students. The teacher first asks each student to make a tentative occupational choice. Following this, they make various kinds of lifestyle decisions (e.g., the kind of house they want to live in, the kind of community in which they would like to live, etc.). Such "lifestyle" decisions are made after studying various prices of items and varying tax rates in communities nearby. Each student is given a "salary" in play money along with "bills" each month representing the lifestyle and occupational decisions she/he has made. Geraldine adds up expenses in a simulation fashion based on various kinds of class activities. (For example, their "long distance telephone bill" for the month is computed based on how much extraneous visiting with other students they do during the class period). Each student is responsible for "paying his bills" each month. Near the end of the school year, Geraldine has arranged for professional personnel from their local Community Family Financial Counseling Service to come in and work with students who have run up "big bills" during the year. Geraldine's complete program is very innovative and creative, but even this short descrip-

tion should provide readers with an impression that this is a new and exciting way of teaching mathematics using a career education infusion format.

Summary Comments

In this section, we have tried to demonstrate with actual examples three levels at which objectives of career education *and* of instruction can be interwoven. The three levels illustrate various degrees of change that teachers are willing and able to make through career education. At each of the levels, it is hoped that a concern for the substantive content of instruction is both clear and evident.

The Process of Career Education

The process of career education at the K–12 level is most appropriately divided into the two phases of (a) career awareness and (b) career exploration. The phase generally known by the term "career preparation" is not included here. Portions of all three phases have already been seen in some of the earlier examples. Other portions will be seen in following sections. Here, an attempt will be made to illustrate teacher activities whose primary purpose seems to center on either the "career awareness" or the "career exploration" phase of career education when viewed as a process.

Career Awareness

As might be expected, most of the career awareness activities reported were those of elementary teachers. Such activities, when seen, are usually combined with other purposes (e.g. motivation of students, relating careers to subject matter, etc.). The few examples presented here were taken from teacher reports where apparently career awareness was the primary reason why the activity was carried out.

One example was reported from a second grade class where a pupil's mother, serving as a career education resource person in the classroom, talked with pupils about the many "occupational roles" played by the full-time homemaker. She named 20 in all, including the occupations of cook, gardener, tailor, accountant, repair person, and public relations expert. She was able to describe each occupation in general terms and give specific examples of skills she needed to possess in order to perform in the various "occupational roles."

A second example was reported by K–3 teacher who asked her pupils to make a list of the last names of all class members. They went over the entire list and discovered several that had been derived from the names of various occupations. After having done so, the pupils were able to think of other people they knew whose last names were also derived from names of occupations.

A third example, reported by Gwendolyn Wright, a 1st grade teacher in St. Louis, Mo., involved a class chant containing the words "Work, work—we ALL like to work, but NOT the same KIND of work." After repeating the chant several times, pupils were asked to name as many occupations as possible and to discuss the contributions each makes to society.

None of these three examples involved a great deal of time or effort on the part of the teacher. None, obviously, took very much time away from regular instructional activities. Each was reported to have appeal to students and to be an activity that they enjoyed. Certainly, pupils having opportunities to participate in activities such as these should be able to expand their awareness and appreciation of work and of occupations.

Career Exploration

Career exploration activities designed to help students consider their interest in and (sometimes) aptitude for various occupational roles were reported by teachers at every level from third grade through senior high school. The fact that in the career education literature such activities have typically been pictured as most appropriate for the junior high school years did not change things. While many may well question the appropriateness of such activities at the K–6 level, those acquainted with the literature on career development should not wonder about this kind of teacher activity at either the junior or at the senior high school levels.

At the third grade level Marilyn Hildebrandt, Career Education Resource Teacher, Ceres, Calif., has reported giving pupils 10 "activity boxes"—one representing each of the 10 areas of vocational interest found on the Kuder Preference Record. Each box contains a set of activities and materials for pupils to use in order to see if a particular kind of activity appeals to them. For example, in the "clerical" area, there are tasks on filing, typing, etc. After performing the tasks, the pupil is asked "How did you feel about what you did here?"

Erma Stargel, a junior high school teacher in Bowling Green, Ky., reported that in the Bowling Green school system fourth grade pupils are asked to write an essay entitled "What I Would Like To Be When I Grow Up." The completed essays are placed in the pupil's cumulative folder. During the 6th grade and the 8th grade, the essays are returned to the pupil so that the pupil can revise them as she/he sees fit. Erma reports that two-thirds of the students retain the same basic occupational choices between the fourth grade and the eighth grade, although many revise their thoughts about such occupations when given an opportunity to do so.

Wright Faatz, an 8th grade science teacher in Gorham, Maine, asks each of his pupils to pick one *science* (Note: NOT one occupation) that most appeals to them. The pupil then explores various careers, ranging from the sub-professional to the professional level, associated with the particular science chosen. Wright teams with the 8th grade English teacher in his activity so that students may write up the results of their career exploration as an English assignment.

In Warren, Ohio, Anna Calderas, a junior high school supervising teacher, asks students to make tentative occupational choices. After doing so, the student is asked to interview a person actually employed in that occupation and to write a report describing the kind of life that person leads. Following this, the student has an opportunity to role play himself/herself in that occupation and to report how he/she believes he/she would feel if actually employed in that occupation.

Jim Wilcox, a junior high teacher in Devils Lake, N. Dak., reports that in his school the local Explorer Scout Post has been very helpful in formulating and carrying out career exploration activities with junior high school age

students. In addition to talking with people engaged in occupations under consideration by the student, many students also have opportunities to try out some of the occupational tasks through a systematic unpaid work experience portion of the total program.

Patricia McKinney, a junior high teacher in Greer, S.C., points out that her school system has established what they call "career education centers" in junior high schools whose primary purpose is to provide basic, simple vocational skill training for slow learners. A great deal of equipment can be gathered in one place in the open school in which Pat teaches (although she reports that having as many as 250 students in a single room makes for a very high noise level that sometimes causes problems). It would not require much additional effort, in places where facilities such as these are present, to install a simulation work and career exploration experience helpful in meeting such needs on the part of all junior high school students.

For many good and valid reasons, several senior high schools seem to be increasing the number of credits required for graduation. This makes possible the introduction of special career exploration activities for senior high school students. Jim Knott, a senior high social studies teacher in Carroll, Iowa, reports that in his school system students need four more credits to graduate from high school than were required 3 years ago. One of the results was the establishment of a number of "mini-courses" designed to provide career exploration experiences associated with a variety of occupations. Students are free to choose one of these "mini-courses" instead of one of the traditional senior high school elective courses (although they cannot substitute them for any of the required basic academic courses). Jim reports great student interest in these "mini-courses" devoted to career exploration in the senior high school.

A similar but slightly different career exploration opportunity was reported by Terri Gormley, senior high school English teacher, Wheaton, Md. Terri teaches a 2-hour elective course entitled "Career Exploration." The prime course activity running from October to May—consists of 10 hours per week "intern" experience for each class member during which each is engaged in unpaid exploratory work activities with various firms and industries in the area. Students change both intern sites and kinds of occupations to be explored frequently during the year. Terri acknowledges that some "flak" has come from teachers of other elective courses who feel Terri is competing with them for students. She responds by saying that this, indeed, is true and she sees nothing wrong with it at all.

Annie Hale is a senior high school English teacher in Aliceville, Ala., a small, rural community. She points out that in communities such as hers opportunities for students to explore widely across all occupational areas is not possible through direct experience. That is, many of the occupations students would like to explore simply are not found in the community. As a result, Annie makes extensive use of commercially published occupational

information. While admitting this is not ideal, she contends that it is far better than continuing to ignore this very important need of senior high school students.

Some senior high schools have organized their career exploration efforts as part of the Summer School program. One example of this was reported by Ruth Dittes, business education teacher, Richfield, Minn. In Richfield, a summer course entitled "Careers" provides opportunities for students to tour, a half day at a time, selected businesses and industries in the Minneapolis-St. Paul area. She reports that, last year, about 30 students enrolled in this course (which was taught by a distributive education teacher). Ruth also pointed out that by making this a summer school experience they were able to find plenty of buses for transporting students. In addition, students were able to do extensive career exploration without missing time from their regular academic year work.

The examples of "career exploration" reported here can be seen to vary widely in format and in operational delivery systems. Yet, they have in common an *action* orientation that lies at the heart of the definition of career exploration. When teachers engaged in such activities were asked to think of key words that describe the nature and purposes of "career exploration," the most common words they used were "experiencing," "involvement," and "testing"—all very action oriented terms.

The Substance of Career Education

The substance of career education is defined by the kinds of learning that hopefully result from various kinds of career education activities. At a minimum, this includes the following areas of learning: (a) work values; (b) work habits; (c) knowledge of how to make productive use of leisure time; (d) self-awareness and self-understanding; (e) career decision making skills; (f) knowledge of the nature of work and work systems; (g) economic awareness; and (h) job seeking, job getting, and job holding skills. Specific examples of teacher efforts to help students acquire all of these skills were not found. (Some, for example, were considered by teachers to be a responsibility of the counselor, not the teacher). However, sufficient examples were reported so that several teacher actions aimed at imparting some of these skills can be illustrated in this section.

Work Values and Value Clarification

The topic of "work values" was discussed by teachers at every level from K through 12. At the K–6 level, teachers pointed out that pupils have already been exposed to a variety of work values before ever entering the elementary school. It is not a strange topic for teachers to discuss with their pupils. Other teachers at this level were quick to point out that many parents are suspicious of educator efforts to discuss matters of values with pupils and prefer that this topic be left to discussions held within the home and family setting. Certainly, many of the examples related earlier make it clear that the topic of work values is indeed discussed by many K–6 teachers.

At the junior high school level, the ambitious system-wide project on values and value clarification taking place in Evergreen, Colo., as reported by Jeri Aldridge, should be read again. This is probably the most comprehensive effort specifically concerned with the topic of values that was reported by these 49 teachers.

In Beckley, W. Va., Wanda Simpkins, a junior high teacher, asked her pupils to rate a number of occupations using an instrument containing nine basic work values. She then asked students to take the list of occupations home and have their parents rate them using the same nine work values. When the ratings of students and their parents were compared, it was apparent that large differences in work values assigned to persons in various occupations existed. As they sought to discuss these differences and how they should be handled, yet another set of value questions came up.

Annie Hale, senior high English teacher, Aliceville, Ala., teaches in a school with a high proportion of minority students. She has decided to make a special effort to use multi-cultural reading materials in hopes of overcoming race stereotyping in occupational decisions. She is similarly concerned with sex role stereotyping as a deterrent to freedom of occupational choice. To reduce this form of bias, she sometimes uses only the feminine

gender all day in the classroom. (For example, she may say "everyone pass in *her* paper now".) While she has had objections from a few boys, most of the students seem to understand and appreciate what she is trying to do.

Terri Gormly, senior high English teacher, Wheaton, Md., has condensed 13 previously published "lifestyle activities" descriptions to 7 which she feels are now in a sufficiently simplified form so as to be meaningful and useful in helping her students explore the total problem of value clarification—including work values. After going through the set of exercises involved in these 7 activity packages, each student is asked to write her/his own "lifestyle" paper.

Another senior high school English teacher, Catherine Schwarz who teaches in Howell, Mich., has also made special efforts in her classes to attack the values question. She has been particularly concerned about reduction in biases that hinder full freedom of occupational choice. One way she has approached the problem is to ask her all white class to read *Raisin in the Sun* and then to role play the characters (all black) in that novel. She reports this to be effective in helping her students identify some of their own biases and clarify their own personal values.

Productive Use of Leisure Time

The definition of "work" found in the Office of Education Policy Paper, *An Introduction to Career Education*, includes both paid and unpaid work. This definition has purposely been made sufficiently broad to include as "work" productive use of leisure time. While teachers at every level, K–12, are engaged in imparting these kinds of skills to students, the primary examples to be reported here have come from teachers employed in grades 4, 5, and 6. The activities they report could be adapted for use at any grade level.

We begin, however, with one example from a third grade teacher who formed "parent interest groups" as part of her career education effort. These groups meet once every other week for 1 to 2 hours. Parent members of such groups meet pupils in groups of 1 to 6 to discuss their hobbies or the particular kind of volunteer work in which they are engaged. Teachers are free to use this pre-arranged time for planning.

Marlys Dickmeyer, who teaches grades 4–6 in Crystal, Minn., has at various times throughout the school year asked each pupil to bring something manipulative to school that could be used as a productive leisure time activity. Pupils share their materials with other class members and, as a result, each is exposed to a variety of ways in which leisure time may be used productively.

In Scio, N.Y., Roxy Schmidt, teaching at the grade 4–6 level, is in a school that has a planned 60 minutes noon hour. Thirty minutes are allocated for lunch, and the remaining 30 minutes for "mini-courses" related to acquiring skills that can be used in making productive use of leisure time. Some of

these "mini-courses" are taught by the regular teachers in the school while others are taught by pupils themselves who demonstrate their hobbies to their peers.

Hilda Kemp, a fifth grade teacher in Bloomington, Ind., makes a systematic effort to encourage her pupils to visit retirement homes and seek to discover work tasks that will help meet some of the needs of residents of such homes. Her pupils have volunteered for such "work" as carrying out trash, running errands, and carrying packages. She reports this kind of experience to be rewarding to her pupils and appreciated by the retirement community. By using some of the residents from retirement homes as career resource persons in her classroom, Hilda has been able to establish a two-way helping relationship. Everyone gains.

Wanda Simpkins, an elementary teacher in Beckley, W. Va., reports that in her school there is an active hobby club and emphasis on arts and crafts instruction. This program is designed to help assure that each pupil will be given multiple opportunities to find productive ways of using leisure time.

Another elementary teacher reports that the last hour on Friday afternoon in her school is used as the "workshop period." During this time, each teacher works with pupils interested in learning more about some hobby or leisure time activity in which the teacher enjoys participating. Pupils are allowed to move from teacher to teacher at various times during the year so that each has opportunity to acquire some knowledge and skill in a variety of hobbies and leisure time activities.

Vivian Yee teaches at the grade 4–6 level in a year-round school in Phoenix, Ariz. An integral part of that year-round school plan is a 3-week "inter-session." Vivian reports that this "inter-session" time has up to now been used primarily for park and recreation activities for pupils, but it *could* be converted in whole or in part to a systematic effort aimed at helping pupils acquire skills useful in making productive use of leisure time.

In Julesburg, Colo., Rosa Detamore, a teacher of grades 4–6, had each pupil ask his/her parents the question, "What did you used to do, as a child, before TV was invented?" She reports it was a real revelation to her pupils to discover that people used to "invent" their own forms of entertainment and ways to use their leisure time for some combination of productive and purely recreational purposes. She became concerned about the fact that while ALL of her pupils reported spending considerable time at home watching TV, many had never experienced some of the more commonly available leisure time pursuits in their community. As a result of this she took her entire class to a roller skating rink. Only 13 of her 36 pupils had ever been on roller skates.

While several of these activities provided opportunities for students to experience "work" as one means of using leisure time, most of them were concerned (and appropriately so) with a broader connotation of "leisure" than one limited strictly to work. In the next section, we will look at some specific examples of teacher activity related directly to work experience.

Work Experience and Teaching Positive Work Habits

The problem of helping sudents actually *experience* work, as opposed to simply reading or talking about it, is one that concerns classroom teachers at all levels, K–12. The problem is, of course, particularly germane at the senior high school level. There, experienced teachers seemed to agree that, other things being equal, they saw great advantages in unpaid, as opposed to paid, work experience opportunities for their students. The two prime advantages discussed by these teachers are: (a) by using unpaid work experience, it is easier to justify rotating students from one type of work experience to another thereby adding to the career exploratory value of such experience; and (b) an emphasis on unpaid, as opposed to paid, work experience avoids many problems with local labor unions who have many objections to paid work experience programs for senior high school students.

An additional potential problem for schools in some States was pointed out by Brenda Dykes, Sulphur Springs, Tex. Brenda indicated that, in Texas, schools receive State aid based on the number of hours students are actually in school. If they let students leave school for part of the school day in order to engage in work experience, they may lose State aid for those hours students aren't physically present in the school. Brenda was the only teacher raising this as a problem. It may be something unique to the State of Texas.

Work experience certainly can and does in some places begin at the K–3 level. Several teachers at this level reported giving "happygrams" to pupils for exhibiting good work habits and/or good citizenship behaviors in the classroom. Some schools have included parents in this activity by informing them the pupil should, if everything is going right, bring at least one "happygram" home every few days and, if this does not happen, the parent should contact the teacher.

Another K–3 work experience activity was reported by a teacher who made "work coupons" on her sewing machine and distributed them to pupils. Pupils were then encouraged to take their "work coupons" home and give them to their parents who, of course, could "spend" them at any time. By discussing possible "work assignments" pupils might do within the home and family structure, teachers can not only broaden the pupil's awareness of possible ways of being a productive contributor to the work of the home, but may also be motivated to engage in such activities.

A variation of the "work coupon" idea was reported by another K–3 teacher who helped her pupils make "Work Christmas Baskets" to present to their parents as Christmas gifts. In this basket the pupil placed a number of slips on each of which the pupil (or the teacher) had written some task the pupil agreed to do one or more times during the year upon presentation of the slip by the parent. Some of the slips called for a particular kind of work to be performed only once (for example, "helping Dad wash and wax the car") while others had several boxes for parents to use in checking

off pupil's performance of one particular work task at various times during the year.

Theresa Gushee, Prevocational Coordinator, Prince Georges County (Upper Marlboro, Md.), reported on an ambitious work experience program involving junior and senior high school students. The Prince Georges County school system was successful, through working wth local CETA (Comprehensive Employment and Training Act) officials, to secure 750 work experience slots for students aged 14–17. Most of these slots were allocated for use at the junior high, rather than at the senior high, level. Under CETA provisions, the work experience is paid. Students participating in this program are being held to the standards CETA uses for adults, and those who fail to meet such standards lose their jobs. Many other communities may well find their local CETA councils willing to establish similar kinds of working relationships with them.

At the senior high school level, the prime example of work experience as part of a total career education effort was reported by Rita Nugent, Work Experience Coordinator, Sunny Hills High School, in Costa Mesa, Calif. In her system, one work experience teacher in each school is responsible for working in cooperation with other staff members and the broader community to help students secure part-time jobs (either paid or unpaid) during the senior high school years. Rita "recruits" students by going into regular classrooms and telling students about her program. She talks first about paid, part-time jobs and places students in such jobs. There they learn in a very practical way about such matters as the free enterprise system, work habits, work values, changing jobs, and building employer reference files as part of their vita. Each of these kinds of learning experiences is re-inforced by Rita during her in-school contacts with students. Rita personally visits each student on the job and checks to make sure both student and employer are doing what they have agreed to do.

A second part of Rita's program involves working cooperatively with other teachers in helping students interested in a particular subject find part-time jobs they can use for career exploration purposes. For example, she worked with the music teacher in finding part-time jobs for students considering music as a career. In this phase of her program, she also helps teachers relate careers with subject matter. As an example, working cooperatively with a social studies teacher, she arranged for students to visit a courtroom where they served as a "mock jury" in a real case (including receiving instructions from the judge). Back in the classroom, the teacher used this experience to talk with students about careers in government as well as government itself.

A third part of Rita's program is found in what is called the "Community Service Laboratory." Under this program, teachers of various academic subjects sign up to help a small group of students find unpaid jobs that can be used for purposes of career exploration. This involves 2 hours per week of

the teacher's time. At some point during the marking period, the teacher is responsible for visiting the students with whom she/he is working at their place of "employment." In addition to being helpful to students, Rita reports this is also useful in helping teachers become more knowledgeable regarding occupations and the broader business-labor-industry community. Students participating in this activity can earn humanities course credits that count toward graduation.

Rita's program, in all its variations, involves multiple kinds of contacts with the business-labor-industry community. This has, of course, also been true of many other activities discussed earlier. We turn now to a few more specific examples of such relationships along with a set of suggestions made by classroom teachers for other teachers to consider as they, too, seek to relate to the broader community in career education.

Using Resource Persons From the Broader Community

Career education has from the outset been pictured as a three-way *collaborative* effort involving: (a) the formal education system, (b) the business-labor-industry community, and (c) the home and family structure. In this section, we will attempt to provide further examples, along with teacher suggestions, for making this collaborative goal an operational reality.

Using Resource Persons From the Business-Labor-Industry Community

Many of the earlier experiences reported in this paper have illustrated broad, programmatic involvement of teachers with members of the business-labor-industry community. Here, are a few examples of how particular teachers have utilized such personnel in the classroom:

A bank vice-president comes to a senior high school each morning from 8:00–9:00 to team with a high school teacher in an economics course. An insurance representative teaches a unit on life insurance in a high school social studies class. A Dallas, Tex., time clock company loaned a Texas school two time clocks for 6 weeks so that students could "punch in" and "punch out" each day as they came to and left the school building. A school arranged with local service clubs for a "shadow experience" whereby any given student could, with permission of his teachers, leave school for an entire day to "shadow" a person employed in an occupation the student was considering. A mortician, who complained to a teacher about how much money teachers earn, was invited to serve as a resource person in the teacher's classroom and tell students about his occupation. After spending one full day in the school, he ceased complaining about teachers! These are but a few of many examples of practices teachers are engaging in involving contacts with the business-labor-industry community.

Some teacher observations regarding cautions to be observed in utilizing members of this community should be noted. First, it was generally agreed that such personnel are more willing to serve as resource persons at the secondary school level than in elementary schools. For example, in Montgomery County, Md., 17 percent of businessmen surveyed said they would be willing to serve as resource persons in elementary schools, but over 50 percent indicated a willingness to serve in this capacity in a senior high school setting. Reasons for this appear to be multiple, but center primarily around the fact that they feel uncomfortable relating to elementary school pupils.

Teachers at the K–6 level disagreed on the question of whether or not it is wise to use parents as resource persons to discuss careers with pupils. At the K–3 level, there seemed to be consensus that this is true but, at the 4–6 level, consensus seemed to center around a conclusion that it doesn't matter. Teachers emphasized that, with the long distances students are now being bussed to get to schools, it is very difficult for many parents to get from their homes to the school. Teachers of K–6 pupils also stressed difficulties

they are having in getting business-labor-industry personnel to talk more about work and less about specific job skills when they appear in the elementary classroom. They suggest that if pupils are going to be prepared to ask the question, "How does your job contribute to our society?" then the resource persons will have to be "coached" on possible answers before facing pupils.

Several teachers at the 7–9 level emphasized their feeling that many people from the business-labor-industry community do not know how to relate to junior high school students. They also expressed their feeling that many junior high teachers don't know how to help correct this situation. If businessmen have much to learn about ways of working with students in early adolescence, it seems equally true that teachers have much to learn about working with businessmen. Some teachers reported that it sometimes takes them 2 to 3 hours with an individual resource person before they feel comfortable letting that person meet with students in a class.

At the senior high school level, teachers voiced similar opinions. For example, several who had high praise for the technical knowledge and job skills resource persons brought to the classroom found that they often needed help in getting and holding the attention of students. Teachers can be very helpful here by offering not only "technique" hints but also in helping the resource person prepare audiovisual aids and/or demonstrations to go along with what is being said.

One senior high school teacher suggested that a conscious effort be made to utilize some resource persons who are not good speakers but who, instead, communicate better with students through demonstrating what they do. It was felt that such persons have a special appeal for relating with the less academically able students.

One senior high teacher emphasized strongly a special problem that arises when resource persons are professional persons in the community. As an example, he pointed out that the typical dentist in the community earns more than $25 per hour and that considering the relatively small percentage of senior high students who will seriously consider entering the field of dentistry, at either the professional or technician level, it is unfair to the dentist to ask him or her to take very many hours serving as a resource person in the senior high school classroom.

Senior high teachers reported that the more intellectually able students are able to make contacts with members of the business-labor-industry community on their own for purposes of finding part-time jobs or career exploration opportunities. At the same time, they were quick to point out that slower students may require considerable help and that the school should take responsibility for providing such help.

Teachers at every level from Kindergarten through grade 12 seemed to agree that to whatever extent the teacher wants the resource person to emphasize work values, as opposed to simply occupational information, that message must be clearly communicated in advance. They also reported that

resource persons they have used feel relatively more comfortable talking only about their job duties than about work values and lifestyle. While certainly most understandable, this is a problem that must not be ignored.

On Working With Parents

In several earlier sections of this monograph, mention was made of parental involvement in career education. Here, specific examples of parental involvement will be noted along with general suggestions teachers have made for utilizing parents in career education. All examples and suggestions included here came from teachers at the K–9 level. Unfortunately, this topic did not receive much attention from the senior high school teachers contributing to this report.

Strong consensus seemed to be present for the thought, expressed by one teacher, that when parents tell their child about their work, the child tends to view her/his parent in a more positive light. This is strong re-inforcement for many career education philosophers who have theorized that this should be true.

While there was general agreement, among K–6 teachers, that pupils enjoy having their parents serve as resource persons, several teachers also emphasized that some pupils prefer having persons other than their parents serving in this capacity. The use of parents, already serving as school volunteers in reading and mathematics, as resource persons for career education was reported as a practice of several teachers. One teacher strongly urged the use of grandparents.

Teachers at the K–6 level were almost unanimous in their belief that parents are supportive of their efforts in career education and willing to assume an active, collaborative role. They pointed out, for example, that at this level, it is easy to design career education assignment for pupils in ways that demand pupils to ask questions of their parents and, as a result, to involve them in career education. Hilda Kemp, fifth grade teacher, Bloomington, Ind., reported that one parent stopped her on the street and said, "Thank God for career education. It has finally made my child *want* to learn!" Wanda Simpkins, Beckley, W. Va., observed that parents want teachers to provide even more career education activities than they have done to date. Several other teachers agreed with her and none disagreed. Delores Johnson, 2nd grade teacher, Watertown, Wis., however, pointed out that it is important to emphasize in working with parents in career education that we are not asking pupils to make occupational decisions, but, rather, to broaden the scope of awareness of the wide variety of kinds of work that exist.

Specific ways in which teachers relate with parents in career education were reported at both the grades 4–6 levels and at the grades 7–9 levels. At the grades 4–6 levels, for example, Dorothy Clark, North Little Rock, Ark., asked parents to visit her class and tell pupils about their occupations.

She filmed these parent presentations in order to start a local film library of occupational opportunities. In addition, she took her pupils on six field trips to see parents at work and taped interviews members of the class had with various workers during those field trips.

In Julesburg, Colo., Rosa Detamore also asks parents to serve as career resource persons in the classroom. She uses these parent visits as one means of teaching pupils how to properly introduce people to others, and she allows each pupil to introduce her/his parent to the class.

Delia Duckworth, Greeneville, Tenn., sent letters home with her pupils asking for (a) the name of each parent and her/his occupation; and (b) an expression of willingness and ability of each parent to serve as a career education resource person in her classroom. Several other teachers have also used this "parental survey" approach and found it generally well accepted and positive in its results. One negative example related to use of this approach was reported by Hilda Kemp who, when she asked a mother "What is the name of Johnny's father's occupation?" was told "What's his occupation—Why, I don't even know his name!" That response was not typical.

Hilda reported that she has encouraged local industrial plants to let parents off work at least once during the school year in order that they may come to school during the day to participate in a parent-teacher conference. In arranging such conferences, she asks the parent to bring, if possible, some piece of equipment from their work that they would be willing to talk about to her pupils. She reports this as a success and indicated that several parents have "donated" the equipment to her classroom after coming for such conferences.

Rosalyn Smith, Washington, D.C., encourages her pupils to use their parents as career education models. For example, she tells her pupils such things as, "Watch your parents and observe that, when they write a check, they are doing math. They can do it—and so can you!" Rosalyn does not limit, therefore, her suggestions to pupil observations of their parents in the world of paid employment. In her school, several parents are on welfare and "being on welfare" is something many pupils tend to degrade. She has found it effective to use some parents who are on welfare as resource persons in the classroom and reports this a very effective and positive way of both building respect for such parents and for emphasizing relationships between education and work.

Vivian Yee, grade 4–6 teacher, Phoenix, Ariz., also teaches in a low income area where few parents are employed. She reports that because of this they have had to use those parents who *are* employed as career resource persons in more than one school. Vivian says this is working for them. In general, these teachers seemed to strongly agree that if the welfare cycle is to be broken it is a problem that must be raised in career education activities at the elementary school level.

At the grades 7–9 level, one teacher reported that she asked her students

to bring in pictures of their parents at work so that they could be posted on a bulletin board in the classroom. One boy, in all innocence, brought a picture of his mother who worked as a striptease artist—and was "in uniform." Out of respect for the boy, the teacher posted this picture along with the others used to illustrate the world of paid employment. She had no negative repercussions.

Margaret McGrath, a junior high teacher in Northfield, N.J., reported that last year, when she planned to take her students on a visit to the local area vocational school, several parents objected saying they did not want their children being influenced in this way. This year, Margaret reports that they plan to conduct a tour for parents at their area vocational school. She fully expects that after parents have seen the fine facilities and programs at that school, their objections of last year will be greatly reduced.

Obviously, use of the home and family structure as a *collaborative* part of a total career education effort has been recognized and to a significant extent utilized by teachers—at least by those working at the elementary school level. While much remains to be done, the examples reported here should stand as evidence that a beginning has been made.

Perceived Student Benefits of Career Education

What benefits do classroom teachers believe their students are receiving from the teachers' efforts in career education? This question was put to each of the four groups of teachers participating in those "mini-conferences" where information contained in this paper was gathered. This was, apparently, an easy question for these teachers to answer as they were quick to respond to the question. Many, of course, gave essentially the same responses. Recorded below are the different kinds of responses given by teachers at each of the four grade levels.

Grade Level K–3

1. Pupils learn how important school work is and why it is important.
2. They become aware of positive societal benefits from a wide variety of occupations.
3. They learn economic awareness.
4. Career education reduces occupational sex stereotyping.
5. Career education improves pupil self concept by giving the pupil a sense of accomplishment—of success—of being important.

Grade Level 4–6

1. Pupils learn WHY they should study various subjects by seeing how adults use such subject matter to be successful in their jobs.
2. Pupils learn to respect all jobs and appreciate their societal contributions.
3. Pupils learn to respect work—it's a way of breaking the welfare cycle.
4. Pupil self concept improves—being important THROUGH being successful.
5. Pupils appreciate and respect the talents of all—rather than just the intellectually able.
6. Career education is a way of clarifying values for pupils.
7. Career education helps pupils develop their problem solving skills.
8. Career education helps pupils gain respect for their parents through the respect they gain for the work parents do.
9. Career education increases pupil knowledge of careers beyond those they learn from their parents.
10. Career education develops leadership abilities in students.

Grade Level 7–9

1. Students learn occupational concepts, such as "day work vs. night work," "creative vs. dull work," "job vs. career," etc.
2. Students learn how to use their leisure time productively.
3. Students learn, through practical experiences, their strengths and limitations.

4. Students learn adaptability skills needed in all kinds of work (such as communications skills).
5. Students learn that career exploration is imperative but that firm occupational decisions at this age are undesirable.
6. By the time students leave grade 9, they should be able to:
   a. Relate their strengths and weaknesses to a broad occupational plan,
   b. Relate their occupational plans to their educational plans,
   c. Relate their educational plans to a planned delivery system.

Grade Level 10–12

1. Students learn a set of reasons for learning subject matter.
2. Respect for self.
3. Respect for work.
4. Ability to make career decisions and to take responsibility for them.
5. Communication skills for use in adapting to occupational changes.
6. Increased self understanding.
7. An understanding that "school" is not separate from the "real world."
8. Clarification of personal values.
9. Assistance in planning further education.
10. Personal freedom to control one's life.
11. Widening of both career and educational options.
12. How to think as capitalists, not just as workers. How to think as employers, not just as employees.
13. Learning basic elements in the free enterprise system.
14. Learning productive use of leisure time.
15. Increased realism of occupational choices.
16. Good work habits.
17. Appreciation for the dignity and worth of all workers.
18. Assuming responsibility for choosing one's personal life style.
19. Knowledge of specific occupations that interest students.
20. Job seeking, job getting, and job holding skills.
21. Awareness of the need for lifelong learning.
22. Appreciation of contributions made by persons OF ALL AGES to society through the work (paid or unpaid) that they do.
23. Interpersonal skills.
24. Ability to cope with change.
25. Awareness of the concept of occupational change—new occupations are coming.
26. Attaining a saleable vocational skill.
27. Realization that life is harder than they thought it was.
28. Family cohesiveness.
29. Understanding and applying the concept of delayed need gratification.
30. Ability to adopt a willing, eager, non-judgmental attitude toward new experiences.

31. Becoming "realistically idealistic" in future plans.
32. Developing an appreciation for the finer aspects of life (art, music, poetry, etc.) as important parts of a total lifestyle.

While these four groups used different words and differing ways of expressing what they believe students gain from a career education, they have a great deal in common. The four lists need to be studied from different frames of reference.

The following chart lists what appear to be the most basic benefits received by pupils from career education as perceived by these teachers:

Perceived Student Benefits From Career Education as Reported by Teachers at Four Grade Levels

As a Result of Teacher Effort in Career Education, Students Will:	Grade Level			
	K–3	4–6	7–9	10–12
1. Be motivated to study and to learn more subject matter	No. 1	No. 1	—	No. 1,7
2. Increase their understanding of the occupational society: its nature, function, and worth	No. 2,3	No. 2,3	No. 1	No. 3,12,13,17,22
3. Increase their knowledge of occupational and educational opportunities available to them for possible choice	—	No. 9	No. 6	No. 9,11,19,21,25
4. Increase their self-respect and their self-understanding	No. 5	No. 4	No. 3	No. 2,6,27
5. Increase their career decision-making skills	—	No. 9	No. 5	No. 4,15,29,31
6. Increase their adaptability skills—their ability to change with change	—	No. 7, & 10	No. 4	No. 5,6,16,20, 23,24
7. Develop a set of work values as part of a personal value system	No. 4	No. 6,5	—	No. 8,10,18,32
8. Increase their ability to make productive use of leisure time	—	—	No. 2	No. 14
9. Increase student respect for and appreciation of their parents	—	No. 8	—	No. 28
10. Develop a saleable vocational skill	—	—	—	No. 26

NOTE: The numbers appearing under the column headed by each of the four grade levels refer to the ordered numbering used to list teacher perceptions of student benefits from career education by grade level presented earlier in this section.

This list is *in no way* intended to serve as a means of comparing teachers at one grade level with another in terms of the benefits they perceive students will receive from their career education efforts. The examples of teacher *actions* described in earlier parts of this paper would represent a far better basis for comparison, if that is the goal. If those teacher *actions* are studied, it will be apparent, for example, that the goal stated as "Increase student respect for and appreciation of parents" is *surely* one shared by the K–3 teachers even though, in making their list, they did not include it. Similarly, the goal stated as "Increase their ability to make productive use of leisure time" is clearly seen, by studying teacher *actions,* to belong with the group of grade 4–6 teachers. Finally, teacher *actions* reported by teachers at the grades 7–9 level make it abundantly clear that they, too, are striving to use a career education approach as a means of motivating students to learn more subject matter.

The primary reason for this chart is to synthesize the many benefits found on the individual grade level lists into a single, more easily studied form. A second reason is to now take this teacher-developed list and contrast it with the set of "Learner Outcomes for Career Education" listed in the official USOE Policy Paper on Career Education entitled, *An Introduction to Career Education.* Such a comparison is presented in the following chart.

Comparison of OE's "Learner Outcomes for Career Education" With a Teachers' List of "Student Benefits From Career Education"

USOE List	K–12 Teachers' List
Career education seeks to produce individuals who when they leave school (at any age or at any level) are:	As a result of teacher effort in career education, students will:
1. Competent in the basic academic skills required for adaptability in our rapidly changing society.	1. Be motivated to study and to learn more subject matter.
2. Equipped with good work habits.	2. Increase their adaptability skills— their ability to change with change.
3. Capable of choosing personally meaningful work values that foster in them a desire to work.	3. Develop a set of work values as part of a personal value system.

4. Equipped with career decision-making skills, job-hunting skills, and job-getting skills.	4. Increase their career decision making skills.
5. Equipped with vocational and personal skills that will allow them to gain entry into and attain a degree of success in the occupational society.	5. Develop a saleable vocational skill.
6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.	6. Increase their knowledge of occupational and educational opportunities available to them for possible choice.
7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.	7. Increase their understanding of the occupational society; its nature, function, and worth.
8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career plans.	8. Increase their respect for and appreciation of parents.
9. Successful in incorporating work values into their total personal value system in such a way they are able to choose what for them is a desirable lifestyle.	9. Increase their ability to make productive use of leisure time.

An important point is to be made: *The Career education learner outcomes of USOE are essentially the same as the set of perceived student benefits from career education developed by classroom teachers through their own personal actions and professional commitment.* Classroom teachers are involved in all of the OE's learner outcomes for career education, with the possible exception of OE Learner Outcome No. 8. They have not done so as a result of studying the OE policy paper (most of them had never even *seen* the OE paper prior to coming to the "mini-conferences"). Rather, this teacher-made list reflects what teachers really believe students can gain from career education through efforts of classroom teachers. The *actions* of these classroom teachers speak much more convincingly than the *words* of the U.S. Office of Education.

While K–12 classroom teachers have demonstrated both their commitment to and their involvement in attaining essentially the same student benefits from career education as envisioned by USOE, they have made no claims that *they* are the only individuals involved in this effort. The teacher actions reported in various parts of this publication speak again and again to a collaborative involvement with other educational personnel, with members

of the business-labor-industry community, and with parents. This, too, is a most important point to be recognized by all who seek to understand the involvement of K–12 classroom teachers in career education.

Some of the "learner outcomes" on the USOE List relate to more than one of the "student benefits" on the K–12 Teachers List. The reverse is also true. These relationships are summarized in the following chart:

No. on USOE List	related to	No. on K–12 Teachers' List
1		1
2		2
3		3
4		2 and 4
5		5 and 7
6		6
7		6 and 2
8		Not included
9		3 and 9

No. on K–12 Teachers' List	related to	No. on USOE List
1		1
2		2, 4, and 5
3		3 and 9
4		4
5		5
6		6 and 7
7		5 and 6
8		Not included
9		9 and 3

The similarities in the USOE list and the K–12 Teachers' List are again evident when the comparison chart presented above is examined. So, too, is the almost complete involvement of K–12 classroom teachers in providing career education to students. Is it any wonder that career education conceptualizers have concentrated their primary attention on classroom teachers?

One final point must be made. In looking at the K–12 Teachers' List, it must be recognized that the "student benefits" on this list represent those that teachers believe are, in fact, being delivered to students. That is, they are not expressions of teacher hopes and aspirations but, rather, claims of benefits teachers believe they are delivering to students through career education. This is a most important point. Certainly it ought to provide those concerned with research and evaluation in career education with some basis for further study.

Perceived Teacher Benefits From Career Education

Pure altruism is seldom the sole motivational force behind the behavior of people. While, to be sure, many teachers are enthusiastic about career education because of benefits they see accruing to students, this, by itself, is only one side of the picture required to understand why so many teachers have become enthusiastic career education advocates and participants. It is also important to look at ways in which career education benefits teachers over and beyond the ways in which teachers believe students benefit from a career education effort.

Each of the teachers contributing input for this paper was asked to write out a statement entitled "What turns me on to career education." The complete set of statements resulting from this assignment would, by itself, make a most interesting publication. However, it is far too long to be included here. Thus, it was decided to extract, as carefully as possible, only the major, common teacher statements and present them here in summary form. This effort produced the list that follows.

1. **Career education provides opportunities for teachers, as well as students, to learn.** Teachers participating in career education have discovered many things about occupations, about their communities, and about people in their communities that they never knew before. Several teachers pointed out that as a result of such new learning they had not only become better teachers but had also become more open in their views and more understanding of the total society in which they live. Apparently, the attempts of career education to broaden student perspectives has also served to broaden the perspective of many teachers at the K–12 levels.

2. **Career education frees the teacher from responsibility for having to know all the answers to problems raised in class.** The more teachers discover and use resource persons from the broader community, the more they seem to realize and appreciate the advantages of doing so. Those teachers most experienced in career education apparently feel comfortable in letting almost any topic related to education and work come up for discussion by their students. The fact that the teacher doesn't know the answer matters little so long as knowledgeable resource persons from the broader community are active participants in the total career education effort. Convinced that this is true, several teachers reported being willing to undertake rather complex and major projects which, if they were the only available resource, could not possibly have been carried out.

3. **Career education takes the "blahs" out of teaching.** This was an expression by Gwendolyn Wright, first grade teacher, St. Louis, Mo. It seemed to have high appeal for other K–3 teachers in Gwen's group—at least they decided to make a bumper sticker carrying that expression! It is an expression that was tried out with all subsequent teacher groups

and found quick acceptance at all levels. Basically, it refers to the teacher's need to find ways to introduce variety and the teacher's own creativity into the teaching/learning process. While, to be sure, none of these teachers claimed that career education represents the *only* vehicle for doing so, they seemed to generally agree that it is a good one—and one that is readily available.

4. **Career education helps teachers understand their students better.** Many K–12 teachers listed this as one of the biggest appeals career education holds for them. Obviously, whenever a student expresses her/his feelings regarding particular careers, that student is revealing something about herself/himself as a unique individual. Student discussions of career aspirations, value clarification, attitudes toward work, and reactions to career awareness and career exploration experiences were filled with ways in which teachers reported themselves able to better understand and provide for student needs. This kind of teacher understanding, of course, carries over to the entire teacher/student relationship and is in no way limited to times when career education activities are being carried out in the classroom.

5. **Career education is a natural vehicle for sharing with other teachers.** Several teachers reported that as they "invented" career education learning activities, they found easy and natural opportunities to team with other teachers in joint efforts that cut across grade levels and various kinds of subject matter. In effect, they were saying they have found career education to be a useful vehicle for solving the problem of teacher isolationism—of feeling that the teacher is "locked up" in a classroom with a group of students and having no opportunities to interact with other adults. Teachers report that through career education they have become better acquainted with other teachers in their building and, in addition, have found that the respect teachers have for each other has increased. Several teachers felt very strongly that this is a major teacher benefit from career education.

6. **Career education helps build greater community understanding of and support for elementary and secondary schools.** This, apparently, is one of the "side benefits" many teachers see resulting from use of community resource persons in the classroom. They report that, when such persons come into their classrooms, they seem to develop an increased awareness and respect for the tremendous challenges facing today's teachers in making the teaching/learning experience appealing and beneficial to students. Several reported receiving numerous statements of support and appreciation from both members of the business-labor-industry community and from parents for what teachers are attempting to do in career education. Several teachers said that, of all the emphases they have tried to bring to the teaching/learning process over the years, career education represents the one that seems to be most easily understood and most readily supported by the total community. They seemed to agree that our schools are in great

need of such support and understanding at the present time and feel that career education is one very effective means of attaining this goal.

7. **Career education is an "umbrella" concept that can be appealing to all teachers.** Career education can be used as a vehicle for helping teachers with a wide variety of concerns join forces in an effort that relates to the total variety that exists. Teachers pointed out that, for example, in some schools you may find one teacher "turned on" to "self concept," another to "parent communication," to "let's return to the basics," to "sex role stereotyping," to "community involvement," or to "economic education." Career education can be used by teachers having any or all these diverse professional interests as a vehicle for helping them attain goals related to these special interests. That is, career education doesn't demand that only one kind of interest be present in all teachers. Rather, it can accommodate a variety of teacher interests in meaningful ways.

8. **Career education makes the entire community a learning laboratory.** The potential that career education holds for helping students learn in more ways than through books, in more places than within the classroom, and from more persons than professional educators seems to have great appeal for many teachers. They pointed out, time and again, that career education has multiplied greatly the opportunities they have for introducing variety into the teaching/learning process. They were equally enthusiastic about the potential career education holds for meeting the diverse kinds of learning needs exhibited by students from differing backgrounds with differing kinds of abilities and interests. One teacher said "my classroom is no longer a prison, thanks to career education."

These eight potential teacher benefits deriving from a career education effort were the most common and most important ones mentioned by teachers now actively engaged in career education activities in their classrooms. Very few of these teachers claimed, or even pretended to claim, that without career education, none of these advantages would accrue to them. Most had taught for a good many years and had during that time used a variety of other means of gaining advantages and benefits such as those they listed as coming from career education. They seemed almost united, however, in their belief that career education represents a means of gaining all of these advantages—and that such a *single* means had never previously been available to them.

In addition, as several teachers pointed out, career education is a vehicle that can provide all these benefits to teachers and, *at the same time,* provide the nine basic kinds of benefits to students that these teachers identified in the preceding section of this report. Seldom has a vehicle for educational reform come along that is perceived by teachers as providing both substantial student benefits *and* substantial teacher benefits simultaneously.

Finally, these teachers recognized career education as a vehicle that responds directly and appropriately to the major call for educational reform that students, parents, and the general public has issued—namely, that education and work be more closely interrelated. Career education is seen as a vehicle for educational reform that (a) benefits students, (b) benefits teachers, and (c) is accepted and endorsed by the general public. These teachers could see no other *systemwide* call for educational reform that meets all three of these criteria.

Career Education and K–12 Teachers: Future Prospects

Those K–12 teachers who provided input for this paper cannot, in any sense, be considered as "typical" of K–12 teachers across the land. This will be obvious to any knowledgeable educator who reads this paper. If all K–12 teachers were like these teachers in terms of creativity, professional commitment, background knowledge of career education, and experience, there would be no worry about the future of career education because teachers would assure continuance and further refinement of the career education concept.

But *all* teachers are not like these teachers—and all school systems are not like those in which these teachers work. These teachers are excellent models of what could be a *possible* future for career education. While, perhaps, there is no body of "experts" in career education, these teachers—each experienced in career education and each employed as a practitioner in a school system—must surely be considered as one source of expertise in this matter. Therefore, this final section will attempt to summarize views of these teachers with respect to future prospects for classroom teacher involvement in career education. Their suggestions are summarized here under three topics: (a) Answering teacher objections to career education, (b) inservice education needs of teachers in career education, and (c) solving the scope and sequence problem in career education.

Answering Ed Kemble's Objections to Career Education

Very few of these teachers work in schools where *all* other teachers are actively engaged in career education. When asked why this is so, a number of possible explanations were offered—almost all from teachers employed at grades 10–12.

The most comprehensive set of possible teacher objections was given by Ed Kemble, a senior high school teacher, in Lincoln, Nebr. Near the end of the "mini-conference" for teachers of grades 10–12, Ed, who had remained quiet during most of the conference, spoke eloquently and persuasively in listing a number of his own professional objections to career education. Because his objections appear to be ones that many other conscientious teachers are also raising, they will be reported here in some detail. Ed's words are paraphrased but, hopefully, his meaning has not been distorted.

Objection 1: Career education is promising too much in terms of claimed benefits to students. Readers will recall that the group of grade 10–12 teachers produced a list of 32 possible student benefits from career education. Ed simply does not believe career education can do all these things. Many other teachers will surely agree with Ed on this point.

Perhaps the composite list of nine student benefits found in this monograph will look more reasonable to some teachers. Perhaps others will wait until comprehensive research results, gathered over a long period of years, are available. It is very hard to answer those who object to career education on the grounds that "I don't believe you."

Objection 2: Education as preparation for work is too narrow a purpose for American education. In voicing this objection, Ed spoke persuasively about other worthy goals and values of American education. He objects to what he views as an unreasonable emphasis on the goal of education as preparation for work.

This objection has been answered in the literature of career education on many occasions. In emphasizing education, as preparation for work, career education has never claimed, nor pretended, that this is the *only* goal of American education—nor, necessarily, even its most important goal. Career education is *one* of the basic goals of American education, a goal that has not received the emphasis due it.

Objection 3: I don't need career education in order to motivate my students. Ed emphasized strongly that, in his opinion, his classes have always been considered to be "relevant" by his students and that he has made them "relevant" without ever resorting to emphasizing the career implications of his subject matter. The general feeling coming through from Ed's remarks on this point was that it is insulting to the good teacher to suggest that one should use the career implications of subject matter if she/he is to *really* motivate students to learn. Surely there must be many other good teachers like Ed who must be reacting in this way.

To answer this objection, it should be said that career education has *never* claimed, or pretended, that discussing career implications of subject matter is the *only* way to motivate students to learn. Neither has career education claimed that this approach to motivation is one that will work for all students—nor at all times. Rather, career education has claimed only that this is *one* approach to student motivation that will appeal to all students *some* of the time. It is not and never was intended to substitute for any other approach to educational motivation that any good teacher has found to work. Career education's claim is that this is an additional approach to motivation from which many students can profit.

Objection 4: Career education activities take time away from teaching the substantive content of the course. Ed raised as an example that a Rhetoric class might meet only 3 days per week instead of 5 because of career education activities. Students would then be getting only 3/5 of the Rhetoric they are supposed to get. Certainly, Ed has not been, and will not be, the only conscientious teacher to raise this objection.

Career education has two basic points to make in answering this objection. First, a career education activity will reduce emphasis given to acquisition

of subject matter only if the teacher allows this to happen. If the activity, rather than the subject matter, becomes the teacher's prime concern, Ed's point is valid. If, on the other hand, the teacher uses the activity as a means of helping students learn more subject matter, Ed's point need not be considered valid. *The second point to be made here is that one does not have to* be in a Rhetoric "class"; i.e., in a classroom where "Rhetoric" is the announced subject, for students to learn Rhetoric. Career education offers multiple means of learning a substantive content, not a substitute for that content.

Objection 5: More rigorous teaching standards, not career education, is the way to raise student achievement. In voicing this objection, Ed asserted that student test scores are dropping across the Nation because teachers have diluted their course content, not because they have failed to adopt a career education approach. To teachers concerned about improving student achievement through raising standards, the career education approach appears to be counter-productive.

Career education would answer this objection by pointing out that career education advocates have claimed this to be *one* approach to increasing student achievement but never the only possible approach. Furthermore, career education advocates would point to the rapidly growing body of research results demonstrating the effectiveness of career education in improving academic achievement and ask those who propose other alternatives to produce similarly impressive evidence justifying the approach they favor. Finally, career education would answer by pointing out that those who would raise the average achievement scores of high school students by raising standards of academic excellence required to "pass" courses may very well succeed statistically but are almost certain to fail in a humanistic sense through the many students they are sure to discourage from completing high school.

Objection 6: Career education's claims for increasing national productivity are unjustified on the grounds that the basic causes of lower productivity are not found in the formal education system. In making this point, Ed contends that declining worker productivity is a general societal malaise—not only in the USA but on a world-wide scale. He further contends that among the multiple and complex reasons for this general societal sickness, the failure of teachers to engage in career education does not deserve to be listed as a major cause.

Career education would answer by first acknowledging that Ed is correct in asserting that the causes of lowered worker productivity are complex and reach far beyond anything that formal education has done or failed to do. At the same time, career education would strongly contend that our formal system of education must be willing to share the blame for this condition with other aspects of society. If we do, then we certainly have responsibility to do

what we can as educators to correct the situation. Career education represents an attempt to re-orient our formal education system in ways that will help make *some* positive contribution toward solving the problem of productivity.

Objection 7: Much of what career education asks teachers to do consists only of things good teachers have always done. In voicing this objection, Ed used, as an example, the fact that he has for years emphasized the development and use of good work habits with his students. His point is that good teachers did not have to wait for career education to be "invented" before recognizing the desirability of including this in their teaching.

Career education would answer that, if this is true, then good teachers should support, not object to, a career education emphasis as a vehicle for educational reform. Further, if it is true that good teachers have always engaged in the kinds of activities now being proposed by career education, it must also surely be true that a good many of today's teachers have not. Career education seeks to serve as a vehicle for upgrading the quality of the teaching/learning process in as many teachers as possible. It does not seem unwarranted to say that much remains to be done.

Other Teacher Objections to Career Education

Senior high teachers, other than Ed Kemble, also raised very important points in response to the question, "Why have not more teachers already embraced the career education concept and become active, enthusiastic participants in career education?" The explanations given by some of these teachers cannot be answered in the same way we have tried to answer Ed's objections. Rather, they more nearly represent conditions of reality that must be recognized—not merely as objections that need to be answered.

One such condition was raised by Jim Knott, a senior high school teacher from Carroll, Iowa. Jim pointed out that, increasingly, teachers are becoming concerned about producing and using high quality teaching plans. In classrooms where high quality plans are now in place and had been developed prior to any consideration of career education, teachers will rightfully resist attempts to substitute a hurriedly developed, poorly constructed set of so-called "career education activities" for the high quality teaching plans in use. This resistance is heightened when teachers are forced, basically against their will, to attend a career education workshop of 4 hours length (or even less) and produce, by the end of such a workshop, materials to substitute for the carefully developed teaching plans the teacher had constructed over a long period of time.

In making this point, Jim has identified what must surely be regarded as a major problem in the evolution and implementation of career education in classrooms throughout the country. There is no easy or "pat" answer to this serious problem. The only solution that seems appropriate is that these

decision makers in education recognize and provide teachers with sufficient time to develop high quality teaching plans built around a career education approach. It will not be quick and it will not be easy. Yet, it will be extremely difficult to justify proposing any other solution.

Geraldine Phelps, a high school mathematics teacher in Penacook, N.H., proposed two additional hypotheses as possible answers to the question of teacher reluctance to embrace career education. One such hypothesis is that many senior high teachers see their primary role as one of helping students enjoy and obtain meaning from subject matter *per se*. They are, in many ways, "wedded" to their subject matter; when it is suggested to them that students may need some extrinsic motivation to study the subject matter, it is as though an insult had been levied against both the teacher *and* the subject matter. This, of course, is the "one should study literature because it exists" philosophy of teaching. As one very valid basis for learning subject matter, this philosophy existed long before the advent of career education and will still be around long after the term "career education" has been forgotten.

Career education is not trying to destroy this reason for learning. Instead, we only contend that, while this reason may well always be *necessary,* it is for many students not an entirely *sufficient* basis for educational motivation. In making this contention, career education seeks only to recognize reality in the classrooms of today, not to insult either the teacher or the subject. True, there will always be some students willing and eager to learn any subject matter that exists with which they are currently unacquainted. Career education seeks only to point out that our schools are intended to serve the needs of *all* students. If we are to do so, multiple means of appealing to students must be discovered and utilized. Career education seeks to be *one* such way.

The second hypothesis posited by Geraldine is that many of today's senior high teachers tend to feel guilty and uneasy about raising with their students alternatives other than college as desirable avenues for preparing for work. Geraldine pointed out that, in her opinion, many of today's senior high school teachers do not *really believe* (in their *insides*) that an alternative to college attendance could be anything but "second best." Many of these teachers have read and are perfectly capable of understanding the growing body of research evidence on this subject and know, *intellectually,* that for any student the "best" choices are those which will lead to the kind of lifestyle that will be most personally rewarding to the student and beneficial to society. They also know, *intellectually,* that for many students this will lead to consideration of many alternatives, with college attendance being only one. The trouble is, it is an experiential—or a sociological—or a personal value matter with many teachers that has nothing to do with their intellectual knowledge. It is a kind of "don't confuse me with the evidence—

my mind is already made up" philosophy on which such teachers are operating.

Career education offers no easy, simple solution to this problem. Purely intellectual or logical arguments will probably continue to have little positive impact. (For example, career education has consistently emphasized it is trying to expand alternatives for all students, *not* to discourage college attendance. Still, many academic senior high teachers seem to believe career education seeks to encourage more students to enroll in vocational education rather than in the college preparatory curriculum.)

The prime hope and prime avenue now being utilized is one of helping teachers change their perceptions through experiencing more—and more frequent—contacts with persons from the business-labor-industry community. If teachers can *see* successful alternatives, they may be willing to change their attitudes.

Career education advocates, while admittedly biased in favor of their "cause" and optimistic regarding its future, are not completely naive. They know that neither career education nor any other proposal for educational reform will find acceptance among all educators. Among any segment of society, some will resist *change*, no matter what form it takes.

While recognizing this, K–12 teachers now actively working in career education seem to be in general agreement that the vast majority of today's teachers are professionals who will adopt and endorse career education if they can see it fitting positively into the long-run goals of the teaching profession. They see teacher inservice in career education as a high priority item.

Inservice Education for Teachers in Career Education

The primary commodity teachers ask of career education, insofar as inservice education is concerned, is *time*. They need and are asking for time to study, to think, to decide, to plan, and to try out tentative plans they have made to participate in career education. A second major recommendation by teachers experienced in career education is that inservice education be a voluntary, not a required, experience. These experienced teachers were adamant on these two points.

Other suggestions and recommendations were made by particular teachers. While no attempt was made to discover a consensus among all four groups of teachers on these points, no serious objections were raised to any of them in the particular sub-group in which the recommendation or suggestion was made.

One teacher in the K–3 group suggested that inservice education in career education be provided at the end of the school year rather than at the beginning. Further, she proposed that the inservice experience be provided in a location other than the school building in which teachers have spent

the preceding 9 months. The K–3 teachers seemed in general agreement on these points. Several pointed out that the currently popular "pre-school teacher workshops," while valuable, should not be used to introduce new ideas and concepts such as career education. Rather, they felt the time provided for pre-school workshops should be spent on helping each teacher get ready for the immediately practical "here and now" problems associated with beginning another school year.

On the other hand, they seemed to agree that a well planned inservice workshop, with attendance voluntary *and teachers paid,* held at the end of the school year in some more relaxed atmosphere than the school building could be a very profitable and worthwhile opportunity for teachers to study, reflect upon, and plan for career education. They emphasized they were not insisting the school board send them to a plush resort for the workshop (although, of course, they would like that!) but they felt strongly the inservice education experience would be more fruitful if conducted in an environment other than the school building in which they had been working all year. Their prime rationale for this suggestion is that, when in their own building, there are always numerous reminders of other things they should be doing that interfere with their ability to concentrate on the major workshop topic.

A suggestion was made by a senior high teacher that providing teachers with career education curriculum guides would be much preferable to providing them with suggested lesson plans or "canned" career education units. He emphasized strongly that most teachers prefer to make their own lesson plans using the curriculum guide as a reference. His feeling was that given a really good career education curriculum resource guide and sufficient time, most teachers will be able to "invent" career education for themselves in their own classrooms.

There was no universal agreement on this point. Several K–6 teachers, for example, pointed out that, while they anticipated developing their own unique lesson plans, it would be helpful to them to have available, as examples, career education lesson plans that had been previously developed by others. Teachers at grades 7–9 level seemed to agree. They talked about the positive potential of "starter activities" as a means of increasing teacher productivity. Like teachers from all other grade levels, they indicated resistance to the "canned package" approach to inservice education, but they felt that a set of practical suggestions on "how to begin" would be welcomed by most teachers.

A senior high teacher made an interesting point in differentiating the inservice needs of what he called "good" teachers from the needs of those he labeled "poor" teachers. In his opinion, the "good" teacher will insist that a considerable amount of inservice time for career education be devoted to studying the "why" of career education—its basic nature, concepts, philosophy, and rationale. While this "good" teacher would like to have available

for study concrete examples of what some other teachers have done, she/he will prefer to develop her/his own specific lesson plans after engaging in serious study and reflection. The "poor" teacher, on the other hand, will come to the workshop looking primarily for "how to do it" examples that can either be copied "as is" or easily modified for her/his use in the next school year. There was no consensus among the teachers present when this point was raised.

A high degree of consensus was found for the limited usefulness of the "one shot consultant" as the only form of teacher inservice education in career education. Teachers seemed in general agreement that two kinds of "one shot consultants" are needed, but that both have limited usefulness. One type is the "expert conceptualizer" who can explain the basic nature and rationale of career education and field questions from teachers who want to question the concept. This type of individual was considered, at least by the grade 10–12 teachers, to serve a valuable function in assuring that a common basis for considering career education is present.

The second type of "one shot consultant" teachers seem to value is the "expert practitioner" who has already made career education operational in another school and is willing to share his/her "how to do it" ideas and materials with other teachers. While both types of "one shot consultants" were considered useful, neither was seen as having any significant long run impact on the future of career education practices within any given school. Teachers seemed in agreement that no matter how effective the "one shot consultant" is, the long run impact will be more heavily influenced by the amount of time teachers are given to develop their own thoughts and plans than on the immediate impact made by the "one shot consultant." *Time* is what teachers are asking for.

Scope and Sequence Problems

One of the problems of greatest current concern to career education conceptualizers is that of "scope and sequence" for career education. A great deal of debate and controversy on this subject now exists. Agreement seems to be present that the problem of how to avoid duplication and how to deliver career education in an orderly manner consistent with the principles of career development is one that the career education movement must solve. If this problem is not solved, career education runs the risk of becoming a "duplicatory," rather than a "developmental" concept. Because of the apparent serious nature of this problem, questions regarding scope and sequence for career education were raised in "mini-conferences" for experienced teachers in career education at the K–12 levels.

No general agreement could be found among teachers regarding either the seriousness of the problem or an appropriate solution. Teachers were divided on the question of whether or not a *real* problem exists. Here, teacher arguments on both sides of the question will be reported.

Those arguing for the necessity for having *some* scope and sequence plans for career education had concrete examples for use in justifying their concerns. For example, Ruth Roberts, who works at the K–6 level in South Portland, Maine, reported that, by the end of their first year of operation in career education, *all* teachers had asked their pupils: (a) "What does your father do at work? and (b) "What kinds of work do your parents do at home?" If this were to continue, it is obvious that pupils would very soon tire of answering these questions each time they faced a new teacher. Another example was found in a school where, during a pre-school workshop, all teachers had been given a career education set of materials on "consumerism." Later in the year, that set of materials—intact in every detail—was being taught in five different classrooms in the same elementary school! Examples such as this certainly make it clear that a problem does exist.

On the other hand, several teachers were emphatic in their feelings that they want nothing to do with a formal "scope and sequence" career education organizational chart in their schools. Examples of statements some of these teachers made include the following: (a) "A scope and sequence chart would destroy teacher creativity"; (b) "Teachers are going to do their own thing anyway so a scope and sequence chart doesn't matter; (c) "You don't have to worry about scope and sequence if you have turned on teachers"; (d) "You don't have to worry about scope and sequence because each teacher is different"; and (e) "Scope and sequence charts are the kinds of things teachers put away on the back shelf as soon as they are given them." Teachers making these remarks were career education advocates, not opponents! They were very serious in expressing these concerns. No matter how important scope and sequence matters seem to career education conceptualizers, these kinds of teacher concerns cannot be ignored.

A beginning on moving toward resolution of this apparent conflict in opinion was made when discussions were centered around the topics of "career education concepts" as opposed to "career education activities." At that point, some consensus did appear to emerge. Most teachers seemed to agree that "career education concepts" can be repeated year after year with no negative effects. Rosalyn Smith, an elementary school teacher in Washington, D.C., pointed out that to do so would in no way be inconsistent with the way American education has always operated. As an example, she emphasized the fact that American history is now taught to most students at the 4th grade, 8th grade, and 11th grade levels with some of the same concepts included at all three levels.

In general, teachers, at all levels, expressed interest in and appreciation for having a comprehensive set of career education concepts available for use as they planned ways of infusing such concepts into their classroom activities. They agreed on the necessity for such a set of concepts, but resisted "parceling" out some concepts to teachers at each of the various grade levels. They

seem to want to have the full range of career education concepts available for consideration by all teachers at all levels.

On the other hand, teachers expressed great interest in discovering ways of "dividing up" sets of suggested career education activities so that students would not be exposed to exactly the same activities year after year. Earlier in this monograph an example was reported by Jim Wilcox, Devils Lake, N. Dak., where suggested career education activities have been "scoped and sequenced" under a classification system based on subject matter to be covered. In the opinion of one elementary teacher, "school" is the "scope and sequence" and the full range of career education concepts should be available for insertion into the total school at any level and at any time.

Hilda Kemp, Bloomington, Ind., perhaps expressed the closest approximation found to a consensus position when she indicated that she feels it is *desirable* for different teachers to emphasize the same career education concepts, but *undesirable* for different teachers to repeat the same kinds of career education activities. When Dorothy Clark, North Little Rock, Ark., was asked what she would do if another teacher in her school "copied" the very exciting career education activities Dorothy had just described for the "mini-conference" participants, Dorothy replied by saying it wouldn't bother her—she would just "invent" a brand new set of activities for herself!

Wanda Simpkins, Beckley, W. Va., reported that in her school system all teachers were asked to submit a list of career education activities they were considering for use during the next school year. Then, during workshop sessions, they came to agreement in terms of which activities were appropriate for various grade levels in accordance with particular occupational clusters to be emphasized at each level.

Ruth Roberts, South Portland, Maine, showed the group a "scope and sequence" chart that teachers in that system have found useful. She reports that, using this chart, teachers were able to find specific parts of their texts that fit into particular parts of the scope and sequence chart they had constructed.

General agreement seemed to be present for the concept that differing *types* of career education activities are appropriate at various levels in a K–12 system. One junior high teacher expressed her opinion that the primary difference between *career awareness* at the K–6 level and *career exploration* at the 7–9 level is that in career awareness the pupil is a *receiver of information* whereas in career exploration the pupil is the *subject* of concern. Whether or not K–6 teachers would agree with this kind of distinction is open to question.

The principle behind this assertion, however, seems sound. At the K–6 level, teachers emphasized the difference between "career education" and what K–6 teachers have always done to acquaint students with the world of work. They characterized this as being primarily the difference between

asking the question "What product is being produced?" as opposed to the career education questions: "Who produces the material? What kinds of lifestyles do different kinds of workers have? How do the products and/or services produced help society?" This is primarily what these teachers mean when they use the term "career awareness." In "career exploration," on the other hand, the primary question teachers seek to help students answer is, "Do I have the interest, abilities, and opportunities to consider 'X' occupational area as a possible kind of work for me?" Obviously, if this distinction in kinds of questions asked has validity, then certainly different kinds of activities must be considered appropriate at different levels on the K–12 continuum.

The prime concern of K–12 classroom teachers with respect to scope and sequence problems appears to lie in their expressions of desire to avoid exposing pupils to the same *activities* year after year, not in the question of whether or not the same career education *concepts* are repeated. This concern for activities extends, moreover, beyond a simple concern for whether or not the same *materials* are used. Rosa Detamore, who teaches at the grades 4–6 level in Julesburg, Colo., made the point that it doesn't bother her, for example, to use the same film that another teacher had used with the same group of pupils in the previous year. As Rosa said, "It doesn't matter because the questions I ask after showing the film are different."

In terms of the current status of career education across the Nation, it seems reasonable to argue that "scope and sequence" problems are not, at the present time, of great importance in most school systems that have initiated some kind of career education effort. That is, in a majority of such schools, only a portion of teachers, *systemwide*, are currently engaged in delivering career education in the classroom. Even at the building level, it is more unusual than usual to find all professional staff members engaged in some kind of career education effort. Typically, only some of the teachers in any given school are at present "turned on" to career education and engaged in its implementation. In terms of school *systems*, it is more typical, than atypical, to find career education being stressed strongly at one level (for example, K–6) while still being largely ignored at another level (for example, 10–12).

Still, if and when the career education concept gains further momentum as a vehicle for change in American education, problems of scope and sequence will increase in seriousness and frequency. The thoughts of the K–12 teachers who contributed to this monograph will, it is hoped, be of some help to those who will face such problems.

Concluding Remarks

This publication has attempted to summarize the thoughts and recommendations of 49 K–12 classroom teachers now engaged in delivering career education. These 49 teachers differed widely in their backgrounds, experiences, and points of view. They came from all parts of the United States and are currently working in a wide variety of educational settings—rural, suburban, and urban. Each has tried to express her/his professional judgments and experiences as clearly and openly as possible.

In spite of their diversity, these 49 teachers shared an enthusiasm for and dedication to career education that was exciting and stimulating to observe. They are creative, concerned, unafraid, truly professional individuals. If all of them could, somehow, be employed in the same K–12 school system, wonderfully positive benefits would be bound to accrue to students and to the community.

The 49 teachers participating in the four "mini-conferences" on which this monograph is based represent only a sample of untold thousands of similar high quality teachers throughout the United States now engaged in similar kinds of activities. It is teachers such as these who hold the key and who will determine the long run effectiveness of career education as a reform movement in American education. If they can be given sufficient freedom and support, they can and will do great things for both the students they serve and for the greater society. It is not nearly so important that we emphasize "career education" as it is that we acknowledge and express appreciation for the kind of "teacher power" represented by this sample of teachers who came together to talk about their efforts to effect change in the classroom. They truly *are* THE BEAUTIFUL PEOPLE!

APPENDIX A

What Keeps Me Going in Career Education

The following written reactions were made by conference participants to the above question:

This is a place in education where I can be creative. All the new materials I am being exposed to are really a boost to my enthusiasm. Learning new things is exciting to me; when my children get excited about learning, a continuous spark flows.

It's exciting for me, too, to meet the parents who come to explain their careers. I feel I get a tremendous insight into my kids, and it's great to see the expressions on their faces on their "special day."

Nadine Dunning

The thing that keeps me going in career education is the kids' response. The excitement and interest that career education activities generate are the rewards. Kids who have felt that school was not their place are finding that, in fact, it is. There is room for *their* interests, *their* ideas, and *their* offerings. They can talk about what they think, how they feel, what they wonder about, what they wish for and dream of, whom they respect and admire, and can tell their teachers and friends, with increasing clarity, why.

Career education activities provide, for the academically poor student, a place to shine. It provides, for the good student, a new area—a challenge to thought in unexplored directions, perhaps a release from boredom. It provides, for the teacher, a new window to the child and the world itself.

Ann D'Andrea

1. The children are enthusiastic about this approach to learning.
2. The teacher is growing professionally along with the children.
3. The opportunity exists for total involvement—children, parents, the community.
4. It helps to clarify the "why" and "what for" of school to children.
5. It increases the child's understanding of himself and others and helps to clarify values.
6. *It is fun for kids and the teacher! !*
7. It brings the school and learning experiences out of the four walls and into the whole world. It makes school come alive for children.
8. Career education changes the focus from the product to people.

Peggy Horner

1. It serves as a shot in the arm for making the academics real and meaningful to children . . . an excellent motivational technique for teachers as well as kids.
2. It enhances a positive self-concept, thus building self-confidence as well as respect for others.
3. It is a learning experience for teachers as well as children.
4. It bridges the gap between the school, the home, and the community.
5. The spark of enthusiasm and confidence generated by the kids for learning serves as a reinforcement for me. It removes the "blahs" from teaching.

Gwendolyn Wright

I have found that by incorporating the idea of career education into my curriculum, I have been able to plan, with flexibility, lessons that are new and innovative and still teach the basic skills.

The enthusiasm that is generated between the *students, their parents, fellow teachers,* and *myself* is really what turns me on.

Bertha Morris

Career education is one way in which we can help children become aware of the necessity of learning skills.

Career education is exciting! The children's enthusiasm gives us real satisfaction. We feel a real need for a good self-image to be developed in each child, and we feel career education does this.

Career education can be implemented into our already existing curriculum—not an added subject in an already too busy schedule.

Career education can be carried on with limited commercial materials. Creating and using our own units makes it more relevant and more likely to be used.

Dolores Johnson

What keeps me going in career education are the needs of minority children. I feel it is very important to reach them at an early age because minority children, in particular, end up in the world of work unprepared. It should be our responsibility to guide these children in the right direction and prepare them for future life roles. Minority children tend to have a low self-image. In the primary grades (K–3), there should be a lot of self-awareness activities; students should be directed into making decisions and being responsible. It is very rewarding for me to see children at this age have a good feeling about themselves.

Dora Wiedholz

My original interest and enthusiasm about career education was the result of my association with someone who was already "hooked." It was new and challenging. During the next 2 years career education began to have more meaning to me. What keeps me going now is the knowledge that career education is just good education—the best! The concepts that I feel are most meaningful to me include:

1. Relationship between the world of work and school as motivation.
2. Self-awareness for lifelong decisions.
3. Stimulating learning environments leading to reduction of "student alienation."
4. Emphasis on academic achievement with a *purpose.*

Career education adds a new dimension to learning—not just learning for learning's sake, not just because "it's good for you," and not just because "I say so." The student becomes aware of the world within which he lives and has a "real" reason for 12 years of school.

Marilyn Hildebrandt

The thing that keeps me going in career education is knowing that the program can give students the opportunity to become innovative and motivated. I've seen teachers ask for more, and I feel good about my task.

Alan Schoenbach

The most important factor that keeps me going in career education is my belief that the students at the K–3 level are at a stage where they begin to focus on an awareness of themselves. This concept development is the basis upon which persons can build and develop ideas about what they wish to do with their lives.

The activities and discussions involved in the career education program provide a vehicle for me to work toward development of self-concepts. Career education allows me to exercise my own personal creativity and helps me to be able to create a more exciting atmosphere for the children in my classroom. The results of my efforts here have been personally rewarding.

The "spark" in the eye of a shy child who had previously felt that he "can't do" is worth so much when I can show him that he has much to offer, whatever his ability.

Efforts to integrate career education into all aspects of social and academic life at school are a challenge to me, although I would like to get to the place where I can drop the term "career education."

Judy Bowling

The connection between elementary education *now* and a practical use for it in the "real" world is vital, in my opinion, to the third graders I work with. At this level, many of the students *need* a reason for school and can easily be "turned off" to formal education. I am pleased that they were very excited about the unit we worked on and did see a purpose for formal education.

Judy Adams

The main thing that keeps me going in career education is "turning on" kids. When a child says, "My daddy will come and tell us about fixing teeth," his eyes light up and he makes all my efforts worthwhile.

I truly enjoy the involvement with the parents, too. Inviting them to come to the classroom and watch their attitudes change as a result is rewarding to me.

I feel that I am making a worthwhile contribution to the whole educational process of my 6 years olds, their parents, and others in our school community.

Phyllis Catlett

Career education is exciting, and it's realistic. It's an old concept with a new slant. It motivates a child and makes his work in school more relevant. It involves business people, parents, etc. and helps them understand what we are doing in school. Career ed helps parents to know that their children are being better prepared for the future, will be able to make better career choices, and will be happier in their work. It makes the child aware of the world outside the school where he might fit in as a productive, happy, well-adjusted member of society. It also helps him find ways of using leisure time, which is also very important. When the children are happy and excited about school, so am I! !

Rosa Detamore

To me, career education is an inspiration to try something really exciting and interesting. There are many approaches to working basic skills into the curriculum with a focus on career ed. Often, I can share my experiences with other teachers.

Parents are very interested and appreciate what teachers are doing for their children. They hope that career education will be continued each year. As one parent said, "Peter is so excited. He wants to get up early to come to school because something wonderful is happening."

As children become aware of different careers, they find out more about themselves as well as becoming aware of (or taking part in) many approaches to learning. They become better readers as they read newspapers each day to learn of job opportunities.

Finally, I feel like I am at last teaching in a "fun way." Children become creative and do outstanding work in many of the former "dull subjects." The boys and girls like me as a teacher. It is a pleasure to know that you are a friend and a teacher.

Dorothy Clark

1. Career education motivates students.
2. Career education makes school relevant now and in the future.
3. Career education involves parent participation.
4. Career education helps students become aware of the world outside the classroom and the contributions all of us can make to each other.
5. Career education satisfies the cry of parents who want children to be more prepared for the future and able to make intelligent choices about work.

Marlys Dickmeyer

The first thing that keeps me going is the good feeling I have while creating career education activities. I enjoy planning with other teachers, parents, and members of the community.

Secondly, children's reactions and progress act as a spurt to my desire to be involved with career education. When a child makes a comment about a particular occupation, does research on his own, or shows that he is involved actively in something he enjoys then I feel good and want to do more.

Rosalyn Smith

As an observer of people, children in particular, teachers make mental notes of attitudes, possible successes, and probable failures. In an education system such as ours, the loss of just one student gives cause for concern. Thus, to observe many dropping out of the system, the concern then turns to real worry.

Career education can be viewed as an important turning point for educators. With career education as an education task, students can become aware of the many choices available to them. The thinking of many students now is toward early entry into the job market. This requires that they get the necessary information for making an occupational choice that is self-fulfilling and yet permits them to maintain a positive approach to living. The youth who before was sure to become a "pushout" in the education system will be able to find a "career" that will enable him/her to maintain self-respect and a measure of independence which is very important to each of us, if we are to "live" rather than "exist" within the framework of our own culture.

To be a part of this effort to "reclaim," and in some measure help to restore, the faith of our young students in "self-attainment," to recreate interest in achievement, self-fulfillment, and all the elements of humanness through career education is the kind of excitement that keeps me going as an elementary teacher.

Hilda Kemp

Career education turns me on because it turns kids on! It turns the kids on because it is new, it is relevant, and it makes them feel like "ok" human beings.

The easiest way that I have found to get into career education is to simply have the kids think of a career that relates to the subject matter they are presently studying, write questions that they would like to have answered about this career, and invite somebody involved with this career into the classroom to talk with the kids. From this experience, and the effect of this experience on the class, we are led into other facets of the goals and objectives of career education.

Do not think of career education as adding additional subject matter to the curriculum. It is not an addition; it is simply infused into, and is very much a part of, the subject matter that is now being taught.

Teachers attempt to make education more relevant to children, attempt to make children see the value in education, attempt to create an environment in your classroom where children can be happy and learn. Now, teachers must think of career education as another tool to help make all of these "good" things happen in the classroom!

If career education is approached with feelings of enthusiasm, teachers will be amazed at how receptive the kids will be, not only to the new career awareness that they are learning, but also to the subject matter that is related to this particular career.

I continue to be turned on by career education because it is a tool that works to improve the education of kids!

Ruby Hauder

1. The Kids!
2. I feel that the "secret" is to give the kids a *variety* of activities, and career education helps you to do this.
3. My emphasis is on developing self-awareness and work values in career education. Improving the kid's self-concept makes work worth continuing. Attitudes improve as a result of increased self-awareness and positive environment. They enjoy school more.
4. Being at a conference like this and meeting such grand people really give me the enthusiasm to get going and try new ideas that we've talked about.

Roxanne Schmidt

What keeps me going in career ed is the same thing that keeps me teaching in the first place. Career education is a vehicle for getting students excited and enthusiastic about school. With that kind of attitude, learning is easy.

I enjoy, too, the flexibility in the philosophy that allows me the opportunity to direct my students toward what is of interest now rather than the demand to adhere to a set curriculum or timetable.

Jean Trent

Career ed is a whole, new, great way of teaching that is never boring. This is the only teaching experience I've ever had where the "sky is the limit" in activities. It does more for the whole development of the child than any other method.

I suppose results (student growth in skills, etc.) should be the prime reason for my wanting to continue career education, but the enthusiastic attitude of the pupils, the eager worker, the interested student whom I see before me are what encourage me to do more career education. The fact that learning can be taking place right in the midst of a happy, pleasant, active atmosphere is next to a miracle.

Wanda Simpkins

I believe in it! It makes sense. It is in tune with my intuition about education. The teacher is concerned with the whole child, not the subject alone; and the subject matter is related to the real world and is interdisciplinary (unit approach). If you took away all the funding in our system, our teachers would keep on using the ideas they have learned through career education.

Ruth Roberts

We have a number of students in our system who leave school at 16. We need to get these and all students into an education program that will give them the skills they need to go out into the world to make a living. I see so many students finish school but know only studying books. They need to be exposed to all different kinds of careers: see the people on the job, ask questions about the career, find out if this would be something that they could do or would want to do.

Pat McKinney

I'm convinced that I must incorporate career education into my classroom activities and formal subject matter every time I encounter one of the following:

(1) a parent unhappy or dissatisfied with his job or career choice;

(2) a dropout who hangs around school morning and evening, bragging that he's no longer regimented, but who has nothing better to do than return daily to the scene of his failures;

(3) a parent who says that Jr.'s dad is a successful dentist, plumber, etc., and that they want to carry on family business;

(4) a welfare recipient whose family has a 2 or 3 generation of welfare dependency in our community, and who feels that the government will take care of them; and

(5) any child, because regardless of his present aims or goals, maybe I can acquaint him with some facet of the broad spectrum that nobody else may touch on for him, or at least present another option he may investigate further.

Conscious that my language arts and geography curriculum is not what students will retain, I endeavor to gear my teaching of those subjects to their daily life situations, present and future. All of life consists of work and leisure time; and, to me, that's what career education is all about.

Genevieve Chapman

The greatest joy of career education done well is that it is meaningful both to the student and the teacher. It is "doing" rather than "being done to." Opening a student's eyes to the realities of rent, car payments, a budget, and various careers can have all sorts of spin-offs.

(1) The student becomes the discoverer, the telephone caller, the evaluator.

(2) Community resources contribute to the classroom. Even if they live near a city, students are often ignorant of business and industry in their immediate area. Enthusiasm grows as students arrange mini-trips to businesses, and parents get involved as drivers and guest speakers.

(3) Students thrive on real responsibility, and career education offers it in abundance. They love to look at their own values and discover their own problem-solving abilities. The classroom easily can become student-centered rather than teacher-centered.

Jeri Aldridge

I feel career education offers pupils a more meaningful education. It fosters positive attitudes toward work and helps pupils realize their role as future workers.

Through mini-courses in various careers at the junior high level, students can become aware of available opportunities in the job market.

Teaching career education and relating it to the 7th grade life sciences has been a challenge. What I have learned from other people has made me more knowledgeable concerning different careers—problems in obtaining an education, salary, duties, etc.

Melba Underwood

The rewards come from seeing students become excited over learning and from seeing teachers understand what career education is about. Teachers look at their subject areas in a new way and then integrate career education concepts into their classwork.

One specific reward came from a 7th grade female who said that now she believes she can be a doctor. Another came from a student who continued working, during his summer vacation, with a cartoon artist who had worked with interested students in our school. Another was the letter from participants from the community who expressed gratitude for the opportunity of being a part of our school career education activities. In addition, the feeling of personal growth since becoming involved with career education is tremendous!

Anna Calderas

The children have been quite turned on to what we're doing, and that reassurance is invaluable. Since student input is also an integral part of our program, they feel committed to careers and career exploration.

Parents have been a mixed blessing. Some resistance was felt when children of professional parents objected to field trips to the county vocational-technical school. Hopefully, we will minimize the resistance this year by taking the parents on the trip with the children. The rewards come when you get a letter from a parent saying you've made the child proud of his father's job.

Changing attitudes is a part of the game. To instill a sense of dignity in work is a major achievement. We are seeing results now. Mike's father is a printer. He spoke to the class and took children to his shop. Children told their parents. The parents were interested, and now the printer is teaching a class for the community education program.

What keeps me going? I always try to remember that I'm teaching children, not subjects!

Margaret McGrath

Career education is one of the most practical programs to ever be introduced in our school system. Students must learn the basic academics, but at the same time, they need to learn something about survival skills. Our school system should prepare students for what comes after school. As educators, it is our responsibility to expose youngsters to the meaning of work, explore cluster areas and help them plan a future. Also, students need to see people on the job—they need to sample a taste of the reality which one day they will be thrust into.

Mary Sue Gentry

Career education provides an opportunity for youngsters to make a choice. Through career education, youngsters can develop an understanding of the world they live in and how they can be a part of it. One goal of career education is to equip the child to live a meaningful life.

Career education involves the total child and the conscious effort to produce benefits for self or others. Career education involves the totality of work done in a lifetime, not merely paid work.

Career education is one goal of education and should not detract from other noteworthy goals of education. It should be involved in all subject areas at all grade levels for all students. It is a vehicle by which school can be made relevant to the student. By the time the student graduates from high school he/she should be prepared for a role in the "real world."

The more I become involved in the various programs of career education, the deeper my commitment. I have benefited from the enthusiasm of practitioners of career education. I believe in career education. The concept of work can answer important questions of "Why am I?" and "Who needs me?" and "What is my purpose?" and "Why do I need that knowledge?" It is my hope and desire that career education will provide definite concepts to be achieved so that the students can become a meaningful part of the world of work.

Brenda Dykes

Career education provides me, a classroom teacher, with a terrific tool, the tool of motivation. Because of career education, I can give the students participating in my class experience justification for being there. At the junior high level, students need to have logical reasons for applying themselves.

Career education reaches into and motivates all kinds of children. It gives them an opportunity to prepare for the world they live in. It gives me great pleasure to see our community enthusiastically sharing student plans and ideas.

Julie Jantzi

I feel very strongly that a 9th grade student should be able to assess himself or herself based on knowledge of strengths, interests, abilities, and needs. He/she should be able to relate that knowledge to a very broad occupational field and, in turn, relate that to educational planning for the post junior high educational step and/or for an early entry into the job market (15–16 years old).

How to reach this global goal is an agonizing question. We must spend some effort on scope and sequence and evaluation.

Theresa Gushee

When I see teachers and students bubbling over about just being in school, I'm super elated. I have felt for some time that teachers have avoided helping students make decisions and find out more about themselves. To help students with questions like "Who am I?", "Do you mean that I have to actually pay my way in a few years?", and "What am I going to do with my leisure time?" really turn me on as a teacher. Since I teach writing classes at several levels, I need ways to give students a reason to write. When I can take a group of students and teach photography, essay writing, display work, interviewing, group participation, and who knows what else at the same time, then I can wake up and be excited about going to work.

Not only do I now teach basic skills, I can also offer children a little better chance not to have to say 10 years from now, "I don't want to go to work today."

Finally, occasionally I need to be pumped up with new ideas. Therefore, conferences such as this one will give me a better outlook for the coming school year. At the same time, I can help some of the die-hards in our school who have not yet turned on to career education.

James Wilcox

I'm kept going by inner motivation that is a priceless gift. I am a self-starter, a dedicated professional educator, and I am a persistent, persevering person. When I thoughtfully come to the conviction of the worth of an idea, I think next of how to implement it. I do not need anyone's permission, nor can anything or person become an overwhelming obstacle to me. I have one life, loads of love to give, and I answer to myself and to God.

Catherine Schwarz

I think my fierce dedication to career education comes, in part, from the personal inconveniences and frustrations I've experienced. I choose to believe I made foolish occupational decisions because no career education program encouraged me to learn the necessary skills for wise decision making. I would like to help students avoid similar frustrations, and I believe that career education will enable me to do so.

Terri Gormly

What keeps me going is the opportunity to affect, in a significant way, what happens to students in the classroom. Increasingly, and with justification, students are rejecting classroom experiences; or they are questioning the need for and the relevancy of these experiences. Administrators and teachers are recognizing the need for change, and it is both exciting and rewarding to help develop and implement strategies and materials that make students' learning more meaningful.

Ann McMichael

The whole concept of career education has tremendous appeal to me. Over the years I have taught (24), I have been aware of various shortcomings in education. I have mentioned some of these to others in the field but how or where to correct the problems I have never learned. Most have agreed with me, sighed, and forgotten the whole thing. Now, career education succinctly defines these same problems and offers a logical, workable, sequential plan that will work! Everyone concerned is involved in a meaningful manner.

There is great value to everyone. Students will learn what is expected in the world of work, how to cope effectively, and how to progress in the field of their choice. The teachers will appreciate the rebirth of dedication in their students, and work will be more pleasant. The business-industry people will be delighted to have students who know and apply good job-seeking techniques, good work habits, and smooth personal relationships.

Career education is the closest thing I know to a panacea. There will be mistakes, set-backs, and misunderstandings; but the founders and motivators of career education are moving slowly and thoroughly. They are checking and re-checking as they progress. I am thrilled to realize that I am a part of this tremendously exciting movement. I consider all of my years in education as preparation for career education.

Robert Potter

To help a student help himself/herself is my concept of a teacher's role in society. Over the years the role I've chosen has led me to try various ways of helping students to help themselves. This is a continuous process of changing some teaching methods and retaining others.

At this time the clarification of values is an excellent way of bringing social studies material to life. I now find that by combining value clarification methods with career education materials I can fill more of the students' personal and practical needs. Thus, it is possible for me to advance the study of the social sciences to a level unreachable before.

It is this aspect of career education which makes me able to help the students help themselves by providing a class which meets their personal needs.

Jerald Hoffman

I keep fooling around with career education because it keeps me busy. More than anything else, I like to try out something new all the time—planning and plotting, doing and redoing, and maybe even succeeding sometimes. It makes it possible for me to be exhausted and happy every night.

It's also one of the few strategies I've tried that has had a visibly positive effect on a group of students who previously gave me much difficulty. So I guess it alleviates some of my frustrations—and that can't be all bad.

And lastly, some of my students have said that the course was just what they needed, and they've recruited other students. So it's good for business.

Michael Watman

The things which I do in my classes which might fall within the broad scope of career education and/or are motivated by a desire to implement career education in some degree occur because (a) I understand that a school program, in meeting its full responsibility, ought to help prepare a student for the various forms of work which are going to occupy the majority of the waking hours of his/her lifetime, and (b) because the career education personnel in my school keep showing up at faculty and department meetings to remind us of the wisdom of (a).

Edward M. Kemble

Career education is a tool by which I can increase my ability to teach students about life and the world in which they will live as adults. Career education enhances my program and gives me an opportunity to make it relevant to their present school experiences and to what they see happening in their family life.

In addition, community resources become an important part of the student's education. Speakers are used to explain materials formerly taught by the teacher, small field trips to various businesses give students, a feeling that adults are interested in them as individuals, and materials supplied by local businesses enrich the programs.

A revision of the curriculum to emphasize career education has also led to coordination of programs in the math, English, social studies, and business departments so the student is able to see a relationship in what he is learning to his total program.

Career education has also led me to reveal more of myself as an individual: my values, my aspirations, my expectations, the human called me. It is a humanizing process for my teaching.

In reality, I really cannot express what really keeps me going because it is just a feeling inside that says it is right.

Gerry Phelps

I am turned on to education. Because career education is the finest humanizing factor to be introduced into education in the past 25 years, I am completely committed to the program. We have been talking about humanizing classrooms forever in education. What greater move to humanize education than to offer students a relevancy within their school program. Career education makes education relevant. The student can be made aware of the opportunities he has been offered each day in his school year. The good career education program listens as well as presents ideas. The good career education program becomes an active partner with the students it serves, in making the working world real. A good career education program meets the students where they are and provides a vehicle for their personal and educational development. So I am turned on in career education because it meets my needs as well as the needs of my students.

James E. Knott

Career education is an integral, though frequently overlooked, part of business education. Early in my teaching career, I became aware of the students' interest and concern about business careers. Consequently, I began to include speakers from business, recent graduates who were employed in business, and business school representatives as resource people for my shorthand and office procedures students. As the years have rolled by I have expanded and amplified my office procedures course to devote 4 weeks to a unit called Orientation to Office Work and 2 weeks to two interfacing units called Personal and Professional Qualities and Securing Office Employment.

My experience confirms that students have only a limited knowledge of career opportunities commensurate with their interest and abilities. Hence, I feel an obligation to make them more aware of career possibilities and to provide an opportunity for serious planning, thinking, and decision making. Each student analyzes skills and personal qualities required for career choices and then evaluates present skills and further tries to establish career goals.

Ruth Dittes

As a teacher I have the responsibility of providing students with adequate preparation for living productive lives. After years of trying many methods, of jumping on many bandwagons that were often ineffective and short-lived, I see career education as an excellent way of making education relevant.

Career education promises to assist all kinds of learners described by educators—from the slow learner to the gifted. I have tried integrating career education into the English program and it works. It adds interest and vitality to my class. It makes the difference between a passive, indifferent class and an actively involved one. Students learn to think for themselves. They see their schoolwork as an important base for the preparation of living useful, productive lives. In fact, career education involves every phase of one's life cycle—education, work, home and family life, and leisure time. For the first time I see the real meaning of "educating the whole person."

The most important thing to me as a teacher is that career education improves self-awareness and allows each student to develop his own talents. I am willing to work for, to keep, to expand this kind of program.

Annie Hale

Approaching the Bicentennial of our Nation's birth, we feel a deep sense of appreciation for the struggles and accomplishments of those who pioneered and carved this great country from an untamed wilderness. Such looking back brings renewed enthusiasm, strength, self-reliance, and courage in facing the future.

Career education turns me on and keeps me going! I feel that it represents a true rebirth in our nation's schools: it brings fresh air and new life to education, bringing student, teacher, parent, and community needs into a perspective which is meaningful and real to young people.

Career education strikes a strong responsive chord in me and in the fiber and soul of every teacher committed to the service of youth in school and community. It has sparked enthusiasm, creativity, and courage which has characterized my sense of mission to spread that spark among my colleagues.

Career education is the most wholesome approach I have found in dealing with young people, because it makes the school come alive and brings the classroom into the community and the community into the classroom.

Rita Nugent

APPENDIX B

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